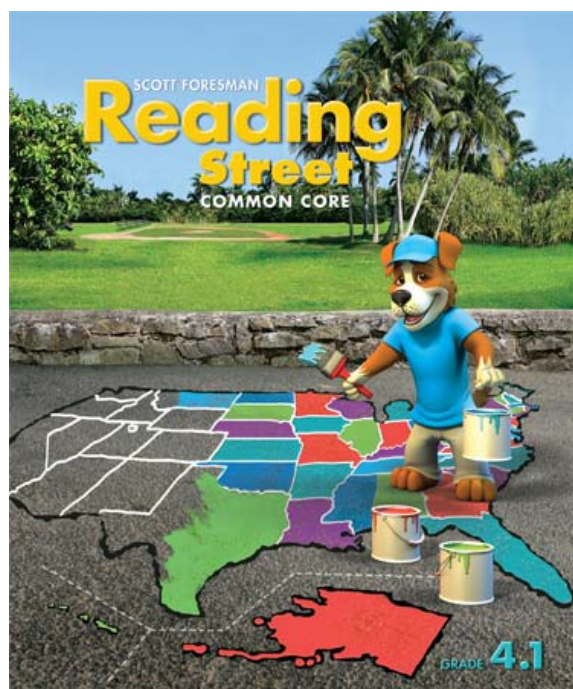


A Correlation of

**Scott Foresman  
Reading Street  
Common Core**

©2013



to the

**2016 Mississippi  
College- and Career-Readiness  
Standards for English Language Arts  
Grade 4**

# A Correlation of Scott Foresman Reading Street Grade 4, ©2013, to the 2016 Mississippi College- and Career-Readiness Standards for English Language Arts

## Introduction

This document demonstrates how *Scott Foresman Reading Street Common Core*, ©2013 meets the *2016 Mississippi College- and Career-Readiness Standards for English Language Arts*. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages. *Writing to Sources*, a component of *Reading Street*, is also cited in this correlation by unit and page number.

Teaching *Scott Foresman Reading Street, Common Core* is teaching the Common Core. *Reading Street* is built to help teachers easily implement the Common Core State Standards through rigor and relevance, text complexity, persuasive and informational writing, and personalized learning. A focus on concepts, language, and content area knowledge ensures that students are building that deep, transferable knowledge necessary for comprehension, and ultimately, college and career readiness.

*Scott Foresman Reading Street, Common Core* is a comprehensive reading program for Kindergarten through Grade Six that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally-renowned authors who have also been leaders in the creation and review of the Common Core State Standards. These authors include Karen Wixson, Peter Afflerbach, and P. David Pearson.

At the heart of *Reading Street*—and the Common Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Among the instruction to aid in this goal is the Read for Understanding Routine, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

### Writing on Reading Street

Writing instruction on *Reading Street* emphasizes the reciprocal nature of reading and writing. Writing instruction integrates the skills and knowledge that students learn and practice as they read and helps students apply those skills and that knowledge in their writing.

### Differentiated Instruction for Small Group Time

*Reading Street* instruction is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. *Reading Street* follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early.

### ELL Instruction

Daily support for English language learners can be found throughout the *Reading Street* Teacher's Edition. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

### 21st Century Skills

Technology on *Scott Foresman Reading Street* can be used both for enhancing student experiences and preparing them for the future. Throughout the year, research-based technology options enrich instruction and assist in the management of classroom learning.

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2016 Mississippi College-and-Career-Readiness Standards for English Language Arts	Scott Foresman Reading Street ©2013, Grade 4
<b>Grade 4</b>	
<b>Reading Literature</b>	
<b>Key Ideas and Details</b>	
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>SE 1:</b> 22–23, 38, 68, 80-81, 100, 113, 130, 188, 199, 220, 248, 253, 392, 433, 450  <b>SE 2:</b> 23, 42, 143, 156, 246, 306, 385, 404, 436</p> <p><b>TE 1:</b> 21c, 22–23, 28–29a, 34–35a, 36–37a, 38–39, SG•3, SG•8, SG•9, SG•13, SG•14, 54–55a, 56–57a, 62c–62d, 62–63, 63a, 64–65a, 68–69a, SG•19, SG•20, SG•24, SG•25, SG•29, SG•30, 79c, 80–81, 86–87a, 90–91a, 94c–94d, 94–95a, 96–97a, 100–101a, 109h, 109i, SG•35, SG•36, SG•40, SG•41, SG•45, SG•46, 111c, 112–113, 118–119a, 120–121a, 124c–124d, 124–125a, 126–127a, 128–129a, 130–131a, 137h, 137i, 137l–137m, SG•52, SG•53, SG•55, SG•56, SG•57, SG•58, SG•60, SG•61, SG•62, SG•63, SG•64, SG•66, SG•70, SG•71, SG•75, SG•76, SG•80, UR•8, UR•18–UR•19, UR•21, UR•22–UR•23, UR•38–UR•39, UR•41, UR•42–UR•43</p> <p><b>TE 2:</b> 173b, 180–181a, 182–183a, 184c–184d, 188–189a, 195h, 195l–195m, SG•2, SG•3, SG•8, SG•9, SG•12, SG•13, SG•14, 197c, 198–199, 204–205a, 206–207a, 208–209a, 210–211a, 212c–212d, 212–213a, 214–215a, 216–217a, 218–219a, 220–221a, 227h, 227l–227m, SG•18, SG•19, SG•20, SG•23, SG•28, SG•29, SG•30, 238–239a, 242c–242d, 242–243a, 244–245, 246–247a, 248–249a, 252c–252d, 252–253a, 255h, 255l–255m, SG•35, SG•36, SG•37, SG•40, SG•41, SG•45, SG•46, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•31, UR•32–UR•33</p>

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<p align="center"><b>2016 Mississippi College-and-Career-Readiness Standards for English Language Arts</b></p>	<p align="center"><b>Scott Foresman Reading Street ©2013, Grade 4</b></p>
<p><b>(Continued)</b> RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>(Continued)</b> <b>TE 3:</b> 380–381, 381a, 382–383a, 386–387, 388c–388d, 388–389a, 392–393a, 396–397a, 398–399a, 401h, 401i, 401l–401m, SG•34, SG•35, SG•36, SG•39, SG•40, SG•41, SG•44, SG•45, SG•46, SG•47, 431c, 432–433, 436–437a, 438–439a, 440–441a, 442–443a, 444c–444d, 444–445a, 446–447a, 448–449a, 450–451a, 459h, 459l–459m, SG•67, SG•72, SG•77, SG•78, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 <b>TE 4:</b> 21c, 22–23, 28–29a, 30–31a, 32–33a, 36c–36d, 36–37a, 40–41a, 42–43a, 51l–51m, SG•3, SG•8, SG•9, SG•13, SG•50, SG•54, SG•55, SG•60, SG•64, 141c, 142–143, 148–149a, 152c–152d, 152–153, 154–155, 156–157a, SG•66, SG•67, SG•68, SG•70, SG•71, SG•72, SG•73, SG•75, SG•76, SG•77, SG•78, SG•80, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•51, UR•52–UR•53 <b>TE 5:</b> SG•18, SG•23, SG•28, 229c, 230–231, 236–237a, 238–239a, 240–241a, 246–247a, SG•36, SG•40, SG•41, SG•45, SG•46, 296–297a, 298–299, 300–301a, 302c–302d, 302–303a, 304–305a, 306–307a, 315h, 315l–315m, SG•68, SG•72, SG•73, SG•78, UR•28–UR•29, UR•48–UR•49, UR•51, UR•52–UR•53 <b>TE 6:</b> 383c, 384–385, 388–389a, 390–391a, 392–393a, 394–395a, 396c–396d, 396–397a, 398–399a, 400–401a, 402–403a, 404–405a, 413h, 413l–413m, SG•34, SG•35, SG•36, SG•40, SG•41, SG•44, SG•45, SG•46, 415c, 416–417, 422–423a, 424–425a, 426–427a, 428c–428d, 428–429a, 430–431a, 432–433a, 434–435a, 436–437a, 443h, SG•51, SG•52, SG•56, SG•57, SG•61, SG•62, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p>

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<p align="center"><b>2016 Mississippi College-and-Career-Readiness Standards for English Language Arts</b></p>	<p align="center"><b>Scott Foresman Reading Street ©2013, Grade 4</b></p>
<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p><b>SE 1:</b> 22–23, 38, 113, 135, 253, 399  <b>SE 2:</b> 156, 230–231, 436</p> <p><b>TE 1:</b> 21c, 22–23, 30–31a, 32c–32d, 36–37, 38–39, 62c–62d, 79c, 80–81, 92–93, 94c–94d, 96–97a, 98–99, 111c, 112–113, 122–123, 128–129, 134–135a, 137l–137m, UR•11, UR•12, UR•32–UR•33  <b>TE 2:</b> 189a, 212c–212d, 220–221a, 248–249a, 252–253a  <b>TE 3:</b> 388c–388d, 392–393, 396–397a, 431c, 432–433, 438–439a, 440–441a, 444c–444d, 450–451a, SG•73  <b>TE 4:</b> 21c, 22–23, 36c–36d, 42–43a, 156–157a, 166–167a  <b>TE 5:</b> 229c, 230–231, 236–237a, 240–241a, 242c–242d, 242–243a, 244–245a, 246–247a, 255l–255m, 304–305, UR•32–UR•33  <b>TE 6:</b> 402–403, 404–405a, 436–437a, SG•57, SG•66, SG•71, SG•76, UR•38–UR•39</p>
<p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p><b>SE 1:</b> 22–23, 80–81, 199, 397  <b>SE 2:</b> 23, 143, 156, 231, 246, 306</p> <p><b>TE 1:</b> 21c, 22–23, 24d, 28–29, 30–31, 32c–32d, 34–35a, 36–37a, 38–39, 45h, 45l–45m, SG•4, SG•8, SG•9, SG•13, SG•14, 50d, 54–55a, 56–57a, 58–59a, 60–61a, 62c–62d, 64–65a, 79c, 80–81, 88–89a, 90–91a, 92–93a, 94c–94d, 94–95a, 96–97a, 98–99, 100–101a, 109h, 109i, 109l–109m, 111c, 112–113, 114d, 120–121a, 124c–124d, 124–125a, 126–127a, SG•51, SG•56, SG•57, SG•60, SG•61, UR•8–UR•9, UR•11, UR•12–UR•13, UR•28–UR•29, UR•31, UR•32–UR•33  <b>TE 2:</b> 180–181a, 182–183a, 184c–184d, 184–185a, 186–187, 195h, SG•2, SG•3, SG•4, SG•7, SG•12, SG•13, 197c, 198–199, 208–209a, 212c–212d, 212–213, 218–219a, SG•19, SG•24, SG•25, SG•29, 237a, 240–241, 244–245, 248–249a, UR•11, UR•22–UR•23, UR•28–UR•29</p>

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<p><b>(Continued)</b> RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p><b>(Continued)</b> <b>TE 3:</b> 384–385a, 386–387a, 396–397a, 398–399a, SG•34, SG•35, SG•39, SG•41, SG•44, 440–441a, 442–443a, 444c–444d, 446–447a, 448–449a, SG•68, UR•28–UR•29, UR•31, UR•32–UR•33, UR•48–UR•49 <b>TE 4:</b> 21c–23, 28–29a, 30–31a, 34–35a, 36c–36d, 38–39a, SG•3, SG•4, SG•8, SG•9, SG•13, SG•14, 141c, 142–143, 148–149a, 152c–152d, 152–153, 154–155, 156–157a, 165h, 165l–165m, SG•67, SG•68, SG•70, SG•72, SG•73, SG•75, SG•77, SG•78, SG•80, UR•8–UR•9, UR•12–UR•13, UR•48–UR•49, UR•51, UR•52–UR•53 <b>TE 5:</b> 229c, 230–231, 232d, 242c–242d, 242–243a, 244–245a, 246–247a, 255h, 255l–255m, SG•35, SG•36, SG•40, SG•41, SG•45, SG•46, 296–297a, 300–301a, 302c–302d, 302–303a, 304–305, 305a, 306–307a, SG•67, SG•72, SG•73, SG•77, UR•28–UR•29, UR•31, UR•32–UR•33, UR•52–UR•53 <b>TE 6:</b> 390–391a, 392–393a, 394–395a, 396c–396d, 396–397a, 398–399a, 400–401a, 402–403a, 413l–413m, SG•35, SG•39, SG•45, 415c, 416–417, 418d, 424–425a, 432–433a, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33</p>
<p><b>Craft and Structure</b></p>	
<p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p><b>SE 1:</b> 82–83, 114–115, 348–349 <b>SE 2:</b> 24–25, 144–145, 232–233, 306  <b>TE 1:</b> 53a, 86–87a, 113a, 114–115 <b>TE 2:</b> 206–207a, SG•25, 238–239a, 242–243a <b>TE 3:</b> 373a–373b, 379a, 380–381, 382–383a, 388c, 442–443a, 444–445a <b>TE 4:</b> 24–25, 32–33a, 144–145, 153a <b>TE 5:</b> 232–233, 306–307 <b>TE 6:</b> 385a, 390–391a, 396–397a, 400–401a, 417a, 430–431, 434–435a, 440a–440b</p>

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RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<b>SE 1:</b> 166–167, 248, 252–253, 310–311, 460–461 <b>SE 2:</b> 166–167, 316–317, 436, 474–475  <b>TE 1:</b> 166–167a, 169a <b>TE 2:</b> 175e–175f, 183d–183e, 190–191a, 231e–231f, 234–235a, 236–237, 241d–241e, 248–249a, 252c–252d, 252–253a, 255d, 310–311a, 312–313a <b>TE 3:</b> 339b, 460–461a, 462–463a <b>TE 4:</b> 166–167a, 168–169a <b>TE 5:</b> 316–317a, 318–319a <b>TE 6:</b> SG•5, SG•10, 418d, 420–421a, 436–437, 443i, 474–475a, 476–477a
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<b>SE 1:</b> 29, 100, 188  <b>TE 1:</b> 24d, 28–29, 45i, 52–53, 68–69, 98–99 <b>TE 3:</b> 376d, 388–389a, 401i <b>TE 5:</b> 292d, 296–297a, 315i <b>TE 6:</b> 408c–408d
<b>Integration of Knowledge and Ideas</b>	
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<b>SE 1:</b> 45, 401 <b>SE 2:</b> 139, 199, 443  <b>TE 1:</b> 42–43a, 44–45a, 66–67a, 118–119a <b>TE 2:</b> 208–209a, 214–215, 242c–242d <b>TE 6:</b> 428–429, 432–433, 433a, 437b
RL.4.8 Not applicable to literature.	Not applicable according to the Mississippi College- and Career-Readiness Standards for English Language Arts
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<b>SE 1:</b> 134–135, 392, 399  <b>TE 1:</b> 128–129a, 134c–134d, 134–135a, 137l–137m, UR•9, UR•21, UR•29, UR•39 <b>TE 2:</b> 224–225a, 246–247, SG•31 <b>TE 3:</b> 392–393, 96c, 396–397, 397a, 398–399 <b>TE 4:</b> 21c–23, 51h <b>TE 6:</b> UR•41  <b>Writing to Sources:</b> <b>Unit 3:</b> 80-81



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<b>Range of Reading and Level of Text Complexity</b>	
<p>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>SE 1:</b> 44, 76, 108</p> <p><b>TE 1:</b> 26–27a, 30–31a, 38–39a, 44–45, 45j–45k, 52–53a, 66–67a, 84–85a, 92–93a, 98–99a, 108–109, 116–117a, 122–123a, 126–127a, 128–129a, 130–131a, 134c–134d, 166–167a</p> <p><b>TE 2:</b> 178–179a, 188–189, 202–203a, 220–221a, 234–235a, 240–241a, 246–247a, 252c–252d, 310–311a, 312–313a</p> <p><b>TE 3:</b> 378–379a, 390–391a, 396c–396d, 396–397a, 438–439a, 440–441a, 442–443a, 444–445a, 446–447a, 448–449a, 460–461a, 462–463a</p> <p><b>TE 4:</b> 21c, 22–23, 26–27a, 34–35a, 40–41a, 141c, 142–143, 146–147a, 148–149a, 150–151a, 152–153a, 154–155a, 166–167a</p> <p><b>TE 5:</b> 229c, 230–231, 234–235a, 238–239a, 240–241a, 242–243a, 244–245a, 294–295a, 300–301a, 304–305a, 316–317a</p> <p><b>TE 6:</b> 388–389a, 394–395a, 402–403a, 420–421a, 422–423a, 428–429a, 430–431a, 436–437a, 443j–443k, 474–475a, 476–477a</p>

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<b>Reading Informational Text</b>	
<b>Key Ideas and Details</b>	
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>SE 1:</b> 43, 156, 175, 231, 259, 274, 287, 302, 307, 336, 347, 362, 375, 405, 420  <b>SE 2:</b> 55, 72, 76–79, 104, 115, 130, 160–163, 192, 203, 218, 278, 290–291, 310–313, 325, 342, 353, 372, 416–417, 447, 464</p> <p><b>TE 1:</b> 42–43a, SG•15, SG•16, 47c, 48–49, 70–71a, 72–73a, SG•22, SG•23, SG•26, SG•27, SG•31, SG•32, 104–105a, SG•39, SG•42, SG•48, 142d, 150–151a, 152c–152d, 152–153a, 156–157a, 160c–160d, 160–161a, 165h, SG•68, SG•69, SG•70, SG•72, SG•77, SG•78, SG•79  <b>TE 2:</b> 173c, 174–175, SG•5, SG•10, SG•15, 224–225, 225a, SG•21, 229c, 230–231, 249c, 257c, 258–259, 266–267a, 268c–268d, 268–269a, 272–273, 274–275a, SG•50, SG•51, SG•52, SG•56, SG•57, SG•60, SG•61, SG•62, 285a–285b, 285c, 286–287, 292–293a, 294–295, 296–297, 298–299a, 300–301, 302–303a, 306c–306d, 306–307a, SG•67, SG•69, SG•71, SG•72, SG•73, SG•74, SG•76, SG•77, UR•42–UR•43, UR•52–UR•53  <b>TE 3:</b> 324–325a, 330–331a, 336–337a, SG•4, SG•5, SG•8, SG•9, SG•13, SG•14, 345c, 346–347, 352–353a, 354–355a, 358c–358d, 360–361a, 362–363a, 366–367a, 368–369a, 371h, 371i, 371l–371m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•28, SG•29, SG•30, 373c, 374–375, 403c, 404–405, 410–411a, 412–413a, 414–415, 416c–416d, 420–421a, 426–427a, 429h, 429l–429m, SG•51, SG•56, SG•61, 454–455a, 456–457a, SG•69, SG•71, UR•8–UR•9, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p>

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<p><b>(Continued)</b> RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>(Continued)</b> <b>TE 4:</b> 43c, 46–47a, 48–49a, SG•5, SG•7, SG•10, SG•11, SG•16, 53c, 54–55, 60–61a, 62–63a, 64–65, 66–67a, 68c–68d, 68–69a, 70–71a, 72–73a, 76–77a, 78–79, 81h, 81l–81m, SG•18, SG•19, SG•23, SG•24, SG•25, SG•26, SG•27, SG•29, SG•30, SG•31, SG•32, 92–93a, 98–99a, 100–101a, 104–105a, SG•34, SG•35, SG•36, SG•46, 113c, 114–115, 120–121, 122–123, 124–125a, 126c–126d, 126–127a, 128–129a, 130–131a, 136–137a, SG•51, SG•52, SG•53, SG•56, SG•58, SG•61, SG•62, 160c–160d, 160–161a, 162–163a, SG•74, SG•79, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33, UR•38–UR•39, UR•42–UR•43 <b>TE 5:</b> 182–183a, 188–189a, 192–193a, 196–197a, SG•4, SG•8, SG•10, SG•12, SG•14, 201c, 202–203, 206–207a, 208–209a, 210–211a, 212–213a, 214–215, 216–217a, 218–219a, 224–225a, SG•19, SG•20, SG•21, SG•24, SG•25, SG•29, SG•30, SG•31, 257c, 258–259, 264–265a, 266–267a, 270–271a, 274–275a, 276–277a, 278–279a, 282–283a, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, SG•60, SG•61, SG•62, SG•63, 289c, 290–291, 292–293, 310–311a, 312–313a, SG•66, SG•69, SG•70, SG•71, SG•74, SG•76, SG•80, UR•8–UR•9, UR•10–UR•11, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•38–UR•39</p>

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<p><b>(Continued)</b> RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>(Continued)</b> <b>TE 6:</b> 323c, 324–325, 330–331a, 332–333a, 334–335a, 336–337a, 338–339a, 340–341a, 342–343a, 349h, 349i, 349l–349m, SG•2, SG•3, SG•4, SG•6, SG•7, SG•8, SG•9, SG•11, SG•12, SG•13, SG•14, 351c, 352–353, 356–357a, 358–359a, 360–361a, 362–363a, 364c–364d, 364–365a, 366–367a, 370–371a, 372–373a, 381h, 381l–381m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•27, SG•28, SG•29, SG•30, 410–411, 411a, SG•37, 443l–443m, 445c, 446–447, 450–451a, 454–455a, 456–457a, 458–459a, 460–461a, 462–463a, 464–465a, 468–469a, SG•67, SG•68, SG•69, SG•72, SG•73, SG•77, SG•78, SG•79, UR•8–UR•9, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•48–UR•49, UR•51, UR•52–UR•53</p>

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<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p><b>SE 1:</b> 140–141, 156, 161, 286–287, 302, 319, 367, 455, 457  <b>SE 2:</b> 54–55, 72, 175, 192, 258–259, 278, 352–353, 372</p> <p><b>TE 1:</b> 139c, 140–141, 146–147a, 152c–152d, 156–157a, 160–161a, 162–163a, 165h, 165l–165m, UR•48–UR•49, UR•51, UR•52–UR•53  <b>TE 2:</b> 268c–268d, 270–271a, 275a, 285c, 286–287, 294–295, 296–297, 298c–298d, 298–299, 302–303a, 309h, 309l–309m, SG•73, UR•48–UR•49, UR•51, UR•52–UR•53  <b>TE 3:</b> 317c, 318–319, 324–325, 326–327, 329a, 330c–330d, 332–333a, 336–337a, 340c, SG•3, SG•8, SG•9, 358c, 362–363, 363a, 366c–366d, 366–367, 367a, 368–369a, 420–421a, 454–455a, 456–457a, UR•12  <b>TE 4:</b> SG•2, SG•7, SG•12, 53c, 54–55, 60–61, 61a, 62–63, 68c–68d, 70–71, 72–73, SG•18, SG•25, SG•28, 83c, 84–85, 92–93, 93a, 102–103, 104–105, 105a, SG•41, SG•44, 126c–126d, 130–131, 131a, 160c–160d, 160–161a, UR•22  <b>TE 5:</b> 173c, 174–175, 180–181a, 186c–186d, 186–187a, 192–193a, SG•3, SG•9, SG•13, 214c–214d, 218–219a, 219c, 257c, 258–259, 264–265a, 270c–270d, 270–271a, 273a, 274–275a, 278–279a, 282–283a, 287h, 287l–287m, SG•57, SG•60, SG•62, UR•12, UR•38–UR•39, UR•41, UR•42–UR•43  <b>TE 6:</b> 336c–336d, 338–339a, 351c–353, 362–363, 368–369a, 370–371a, 372–373, 373a, 376c–376d, 376–377, 377a, 381l–381m, SG•50, SG•54, SG•55, SG•60, 460c, 464–465a, 473p, UR•22</p> <p><b>Writing to Sources:</b>  <b>U6:</b> 172-173</p>

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<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><b>SE 1:</b> 72–75, 224–225  <b>SE 2:</b> 46–49, 84–85, 104, 108–109, 324–325, 342</p> <p><b>TE 1:</b> 72–73a, 74–75a, 145a, 146–147a, 148–149a, 150–151a, 152c–152d, 154–155, 156–157a  <b>TE 2:</b> 224–225a, 262–263a, 264–265a, 266–267a, 270–271, 272–273, 283l–283m, 285c–287, 290–291a, 296–297, 298c–298d, 298–299  <b>TE 3:</b> 322–323a, 330c–330d, 330–331a, 332–333a, 334–, 335a, 340c–340d, 350–351, SG•18, SG•19, SG•23, SG•29, 408–409a, 410–411a, 418–419a, 420–421a, 429l–429m, SG•51, SG•54, SG•57, SG•58, SG•66, SG•70, SG•75, SG•80  <b>TE 4:</b> 43c, 46c–46d, 46–47a, 48–49a, SG•5, SG•10, SG•16, 53c, 54–55, 62–63a, SG•20, 83c, 84–85, 90–91, 91a, 96c–96d, 100–101a, 104–105, 105c, 108c–108d, 108–109, 109a, 111l–111m, SG•35, SG•36, SG•38, SG•40, SG•45, SG•46, 124–125a, 126c–126d, 134c–134d, SG•56, SG•57, UR•28–UR•29, UR•31, UR•32–UR•33  <b>TE 5:</b> 206–207, 207a, 210–211a, 222–223, SG•34, SG•38, SG•39, SG•44, SG•51, SG•55, SG•61  <b>TE 6:</b> 323c, 324–325, 332–333a, 340–341a, 342–343a, 349h, 349l–349m, 360–361a, 364c–364d, 366–367a, 408–409a, 410–411a, 443l–443m, 458–459, 459a, UR•8–UR•9, UR•12–UR•13</p>

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<b>Craft and Structure</b>	
<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p><b>SE 1:</b> 20–21</p> <p><b>TE 1:</b> SG•38, 139a–139b, 142a–142b, 152a–152b, 153a, 160a</p> <p><b>TE 2:</b> 192c, 259a, 260e, 260–261</p> <p><b>TE 3:</b> 319a, 326–327, 347a, 424a–424b, 427a, SG•69</p> <p><b>TE 4:</b> 81h, 81i, 109a, 161a</p> <p><b>TE 5:</b> SG•9, 203a, 216–217, SG•42, SG•43, 272–273a, 307c</p> <p><b>TE 6:</b> 325a, 349h, SG•4, SG•9, SG•13, 358–359, 359a, 368–369, 447a, 448a, 455a, 460a, 460–461a</p>

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<p>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p><b>SE 1:</b> 73, 140–141, 156, 174–175, 224–225, 340, 346–347, 366, 404–405, 454  <b>SE 2:</b> 46, 76, 108–109, 160, 258–259, 278, 310, 324–325, 468</p> <p><b>TE 1:</b> 72–73a, SG•21, 139c, 140–141, 144–145a, 148–149, 149a, 154–155, 156–157, 160–161, 161a, 162–163, 163a, SG•78, UR•52  <b>TE 2:</b> 173c–175, 221c, 224–225a, SG•31, 273a, 306–307a  <b>TE 3:</b> 340–341a, 345c, 346–347, 354–355, 356–357, 358c–358d, 358–359a, 360–361, 366c–366d, 366–367a, 368–, 369a, 403c, 404–405, 424c–424d, 424–425a, SG•50, SG•52, SG•55, SG•57, SG•60, SG•62, SG•64, 454c–454d, 454–455a, 456–457a, SG•74, SG•76, UR•22, UR•38–UR•39, UR•42–UR•43  <b>TE 4:</b> 46c–46d, 46–47a, 48–449a, 76–77, 78–79a, 83c, 84–85, 90–91a, 96c–96d, 98–99a, 100–101a, 108c–108d, 108–109a, 111h, SG•42, SG•57, 160c–160d, 160–161a, 162–163a, SG•69, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33  <b>TE 5:</b> 196–197a, 250c, 251a, 253a, 257c, 258–259, 268–269a, 270c–270d, 270–271, 271a, 276–277a, 278–279a, 282c–282d, 282–283a, 310c–310d, 310–311a, UR•22–UR•23, UR•42  <b>TE 6:</b> 323c, 324–325, 330–331a, 334–335a, 349h, 349l–349m, 373c, 376–377a, 440c, 440–441a, 460c–460d, 468c–468d, 469a, 471a, UR•8, UR•12–UR•13</p>
<p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><b>SE 1:</b> 163, 341  <b>SE 2:</b> 225, 285, 347</p> <p><b>TE 1:</b> 163a  <b>TE 3:</b> 340–341  <b>TE 5:</b> 201c, 212–213a, 214c–214d, 223a, 224–225a, 227h, 227l–227m, SG•21, SG•26, UR•18–UR•19, UR•21  <b>TE 6:</b> 346–347</p>



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<b>Integration of Knowledge and Ideas</b>	
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<p><b>SE 1:</b> 104–107, 192–193, 318–319, 326, 328, 332, 334, 336, 352, 368, 410, 420</p> <p><b>SE 2:</b> 46, 76–77, 78–79, 97, 109, 114–115, 120, 130, 185, 224, 285, 313, 370–371, 446–447, 453, 458, 461, 464</p> <p><b>TE 1:</b> 39c, 72c–72d, 74–75, 75a, SG•21, 93b, 104c–104d, 104–105, 105a, 106–107a, 109b, 131d, 152c–152d, 160–161a, SG•69, SG•74</p> <p><b>TE 2:</b> 189c, 192–193a, SG•5, SG•10, 221c, 224c–224d, 224–225a, SG•21, 249c, 266–267a, 268c, 270–271a, 275c, 281a, 303c, SG•69, SG•79</p> <p><b>TE 3:</b> 317c, 318–319, 322–323a, 326–327a, 328–329a, 332–333, 334–335a, 336–337, 343h, 343l–343m, SG•2, SG•6, SG•7, SG•12, 352–353, 358–359a, 366–367, 367a, SG•18, SG•23, SG•29, 387b, 393c, 408–409a, 410–411, 411a, 412–413, 416–417a, 420–421, 421c, 424c–424d, SG•53, SG•63, UR•8–UR•9, UR•11, UR•12–UR•13</p> <p><b>TE 4:</b> 43c, 46c, 46–47a, 48–49a, 58–59a, 60–61, 70–71, 73c, 76c–76d, 76–77a, 78–79a, SG•21, SG•26, 92–93a, 96–97a, 105c, 108–109a, SG•37, 113c, 114–115, 120–121a, 122–123a, 130–131, 134–135, 135a, 139h, 139l–139m, SG•52, SG•58, SG•62, SG•63, UR•32, UR•38–UR•39, UR•41, UR•42–UR•43</p> <p><b>TE 5:</b> 184–185a, 193c, 219c, 222–223a, 224–225, 247c, 250c–250d, SG•38, 262–263a, 269b, 270–271a, 278–279, 279c, 282–283a, 284–285a, SG•53, SG•58, 307c, 310–311a, 312–313a, SG•69, SG•70, SG•74</p> <p><b>TE 6:</b> 364c–364d, 368–369, 370–371, 371a, 373c, 378–379, 379a, SG•26, 437c, 445c, 446–447, 452–453, 453a, 454–455, 457a, 458–459, 460c, 461a, 462–463, 464–465, 468c–468d, 468–469, 469a, 470–471, 471a, 473h, 473l–473m, UR•48–UR•49, UR•51, UR•52–UR•53</p>

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<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><b>SE 1:</b> 42–43, 192–193, 259, 306–307  <b>SE 2:</b> 72, 161, 174–175, 192, 196–197, 223, 440–441</p> <p><b>TE 1:</b> 42c–42d, 42–43a, SG•2, SG•5, SG•7, SG•10, SG•12, 47c, 48–49, 77h, 77l–77m, SG•34, SG•44, 154–155, 160c  <b>TE 2:</b> 192–193a, SG•15, 249c, SG•34, SG•39, SG•44, 257c, 258–259, 266–267a, 268c–268d, 283h, 283l–283m, SG•50, SG•54, SG•55, 306–307, 307a, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43  <b>TE 3:</b> 345c, 346–347, 456–457a, UR•18–UR•19, UR•20–UR•21  <b>TE 4:</b> 48–49a, 66–67a, 69a, 76–77a, SG•30, SG•44, 160c–160d, 160–161, 161a, 162–163, 163a  <b>TE 5:</b> 173c, 174–175, 178–179a, 180–181a, 182–183a, 186c, 190–191, 192–193a, 196c–196d, 196–197a, 199h, 199l–199m, SG•5, SG•15, 222c–222d, 222–223a, 264–265a, 276–277a, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13  <b>TE 6:</b> 364c, 376c–376d, 376–377a, SG•19, SG•23, SG•29, 440c–440d, 440–441a, UR•19</p>
<p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>SE 1:</b> 75, 163, 307, 341  <b>SE 2:</b> 79, 109, 197, 225, 285, 313, 379</p> <p><b>TE 1:</b> 74–75a, 105a, 107a, 162–163a  <b>TE 2:</b> 300–301, 306–307a, SG•74  <b>TE 3:</b> 340–341a, 368–369, 369a, UR•15  <b>TE 4:</b> 48–49a, 78–79a, 108–109a, SG•37, 162–163a  <b>TE 5:</b> 196–197, 219c, 224–225a, 284–285a, SG•53, 312–313a  <b>TE 6:</b> SG•15, 378–379a, 441a, UR•11</p> <p><b>Writing to Sources:</b>  <b>U1:</b> 24-25  <b>U3:</b> 72-73, 84-85  <b>U4:</b> 108-109, 112-113, 116-117  <b>U5:</b> 136-137, 140-141, 148-149  <b>U6:</b> 168-169, 172-173, 184-185</p>

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<b>Range of Reading and Level of Text Complexity</b>	
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><b>SE 1:</b> 141, 143, 164, 259, 282, 287, 308</p> <p><b>TE 1:</b> 72c–72d, 140–141, 144–145a, 154–155a, 160–161a, 162–163a, 164–165</p> <p><b>TE 2:</b> 192c–192d, 192–193a, 224c–224d, 224–225a, 258–259, 262–263a, 274–275a, 278–279a, 280–281a, 282–283, 286–287, 290–291a, 292–293a, 294–295a, 296–297a, 298–299a, 300–301a, 306–307a, 308–309</p> <p><b>TE 3:</b> 350–351a, 366–367a, 368–369a, 408–409a, 454–455a, 456–457a, SG•66, SG•70, SG•71, SG•76, SG•80</p> <p><b>TE 4:</b> 46c–46d, 46–47a, 48–49a, 58–59a, 70–71a, 76c–76d, 76–77a, 83c, 84–85, 88–89a, 94–95a, 102–103a, 108c–108d, 108–109a, 118–119a, 130–131a, 134–135a, 136–137a, 160–161a, 162–163a</p> <p><b>TE 5:</b> 173c, 174–175, 178–179a, 190–191a, 196c–196d, 196–197a, 201c, 202–203, 206–207a, 208–209a, 210–211a, 212–213a, 214–215a, 222c–222d, 250–251a, 252–253a, 257c, 258–259, 262–263a, 268–269a, 276–277a, 312–313a</p> <p><b>TE 6:</b> 328–329, 329a, 330–331a, 332–333a, 334–335a, 336–337a, 338–339a, 340–341a, 356–357a, 362–363a, 370–371a, 376–377a, 378–379a, 440–441a, 450–451a, 452–453a, 456–457a</p>
<b>Reading Foundational Skills</b>	
<b>Print Concepts</b>	
Not applicable in grade 4.	Not applicable according to the Mississippi College- and Career-Readiness Standards for English Language Arts
<b>Phonological Awareness</b>	
Not applicable in grade 4.	Not applicable according to the Mississippi College- and Career-Readiness Standards for English Language Arts

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<b>Phonics and Word Recognition</b>	
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<p><b>TE 1:</b> 24c, 32–33a, 45a, 45i, 50c, 76–77a, 82c–82d, 142c, 165i</p> <p><b>TE 2:</b> 176c–176d, 200d, 232c–232d, 259c, 260c–260d, 288c–288d, 297c, 309i</p> <p><b>TE 3:</b> 343j–343k, 348c–348d, 375c, 376c–376d, 434c–434d, 459</p> <p><b>TE 4:</b> 24c–24d, 56c–56d, 86c–86d, 115a, 116c–116d</p> <p><b>TE 5:</b> 204e, 204–205, 227j–227k, 232c–232d, 255j–255k, 260c–260d, 291c</p> <p><b>TE 6:</b> 326c–326d, 353a, 354c–354d, 386c–386d, 413i, 418c–418d</p>
RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<p><b>SE 1:</b> 24, 50, 142, 176, 232, 406</p> <p><b>SE 2:</b> 116, 204, 260, 326</p> <p><b>TE 1:</b> 24e, 24–25, 45a, 45h–45i, 49a, 50c, 50e, 50–51, 62–63, 63a, 76–77, 77a, 113a, 114c–114d, 142e, 142–143</p> <p><b>TE 2:</b> 176e, 176–177, 227a, 227c, 227i, 231c, 232c–232d, 232e, 232–233, 288c–288d, UR•10, UR•11, UR•13, UR•30</p> <p><b>TE 3:</b> 348c–348d, 401i, 406c–406d, 406–407, 414–415, 429h, 429i, 434c–434d, 459i, UR•40–UR•41, UR•42–UR•43, UR•50–UR•51, UR•52–UR•53</p> <p><b>TE 4:</b> 24e, 24–25, 86c–86d, 111i, 116e, 116–117, 144c–144d, 165i</p> <p><b>TE 5:</b> 204e, 204–205, 260c–260d, 260e, 260–261, 266–267, 267a, 269c, 272–273, 273a, 315i, UR•40–UR•41, UR•43</p> <p><b>TE 6:</b> 326c–326d, 326–327, 354c–354d</p>

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<p><b>Fluency</b></p> <p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p><b>SE 1:</b> 76, 108, 164, 400, 458  <b>SE 2:</b> 80, 138, 198, 314, 348, 442, 472</p> <p><b>TE 1:</b> 39b, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 48–49, 69b, 76–77, 77j–77k, SG•18, SG•19, SG•26, SG•27, SG•28, SG•29, 101b, 108–109, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 131b, SG•50, SG•1, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•64, 140–141, 142–143, 157b, 164–165, 165j–165k, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•23, UR•53</p> <p><b>TE 2:</b> 195j–195k, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•10, SG•11, SG•14, SG•15, SG•16, 200–201, 221b, 227j–227k, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•31, SG•32, 249b, SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, SG•50, SG•51, SG•52, SG•53, SG•54, SG•58, SG•59, SG•60, SG•61, SG•62, SG•66, SG•67, SG•70, SG•71, SG•74, SG•76, SG•77, SG•80</p> <p><b>TE 3:</b> 343j–343k, 343l–343m, SG•2, SG•3, SG•4, SG•5, SG•7, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 363b, 371j–371k, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 373c, 374–375, 376–377, 393b, 400–401, 401j–401k, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 404–405, 406–407, 421b, 428–429, 429j–429k, SG•50, SG•51, SG•60, SG•61, SG•64, 432–433, 434–435, 451b, 458–459, 459j–459k, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•13</p>

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<p><b>(Continued)</b> RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p><b>(Continued)</b> <b>TE 4:</b> 43b, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 54–55, 56–57, 73b, 80–81, 81j–81k, SG•18, SG•19, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•32, 105b, 111j–111k, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 114–115, 139j–139k, SG•50, SG•51, SG•58, SG•59, SG•60, SG•61, SG•64, 157b, 164–165, 168–169, 169a, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•23, UR•43 <b>TE 5:</b> 176–177, 193b, 198–199, 199j–199k, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 201c, 202–203, 204–205, 219d, 227j–227k, 227l–227m, SG•18, SG•19, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•32, 255l–255m, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•48, 287j–287k, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•64, 290–291, 307b, 314–315, 315j–315k, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•23 <b>TE 6:</b> 324–325, 326–327, 343b, 348–349, 349j–349k, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 381j–381k, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 386–387, 405b, 413j–413k, SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 416–417, 418e, 418–419, 437b, 442–443, 443j–443k, 443l–443m, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, SG•64, 446–447, 448–449, 472–473, 473j–473k, 473l–473m, SG•66, SG•67, SG•68, SG•69, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79, SG•80, UR•13, UR•43</p>

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<p>RF.4.4a Read grade-level text with purpose and understanding.</p>	<p><b>SE 1:</b> See all the main and paired selections. For specific fluency activities, see pp. 318–319, 346–347, 374–375, 404–405, 432–433</p> <p><b>TE 1:</b> 26–27, 27a, 52–53, 53a, 84–85, 85a, 116–117, 117a, 144–145, 145a</p> <p><b>TE 2:</b> 227j–227k, 242d</p> <p><b>TE 3:</b> 318–319, 324–325, 325a, 326–327, 327a, 328–329, 329a, 343l–343m, 345a–345b, 345c, 346–347, 348–349, 354–355, 355a, 358c–358d, 371j–371k, 373c, 374–375, 401j–401k, 404–405, SG•36, SG•37, 429j–429k, 459j–459k, SG•78, SG•79</p> <p><b>TE 4:</b> 26–27, 27a, SG•24, SG•25, SG•42, SG•43, 114–115, 119a, 126c–126d, 144–145, 152a, SG•66, SG•67, SG•74, SG•75</p> <p><b>TE 5:</b> 174–175, 198–199, SG•7, SG•7, 227l–227m, 255l–255m, SG•44, SG•45, 287l–287m, 318–319, 319a</p> <p><b>TE 6:</b> 326–327, 349j–349k, 354–355, 440–441, 441a, 443j–443k, 443l–443m, 473l–473m, UR•53</p>

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<p>RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>SE 1:</b> 44, 76, 108, 136, 164</p> <p><b>TE 1:</b> 21c, 22–23, 24e, 24–25, 39b, 44–45, 45j–45k, 50–51, 69b, 76–77, 80–81, 82–83, 101b, 108–109, 109j–109k, 112–113, 114–115, 131b, 136–137, 137j–137k, 157b, 165–165, 165j–165k, UR•13, UR•33, UR•43</p> <p><b>TE 2:</b> 174–175, 176–177, 189b, 194–195, 195j–195k, 198–199, 200–201, 221b, 226–227, 227j–227k, 230–231, 232–233, 249b, 254–255, 255j–255k, 258–259, 260–261, 275b, 282–283, 283j–283k, 286–287, 288–289, 303b, 308–309, 309j–309k, 313a, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p><b>TE 3:</b> 318–319, 320–321, 337b, 342–343, 343j–343k, 345c, 346–347, 348–349, 363b, 370–371, 371j–371k, 373c, 374–375, 376–377, 393b, 400–401, 404–405, 406–407, 421b, 428–429, 432–433, 434–435, 451b, 458–459, 459j–459k, 462–463, 463a, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p><b>TE 4:</b> 22–23, 24–25, 43b, 50–51, 51j–51k, 54–55, 73b, 80–81, 81j–81k, 84–85, 86–87, 105b, 110–111, 111j–111k, 114–115, 131b, 138–139, 142–143, 144–145, 157b, 164–165j–165k, 168–169, 169a, SG•66, SG•67, UR•12–UR•13, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p><b>TE 5:</b> 174–175, 176–177, 193b, 198–199, 199j–199k, 201c, 202–203, 219b, 219d, 226–227, 230–231, 232–233, 247b, 254–255, 255j–255k, 255l–255m, SG•34, SG•35, SG•48, 258–259, 260–261, 279b, 286–287, 287j–287k, SG•50, SG•51, 290–291, 292–293, 307b, 314–315, 315j–315k, SG•66, SG•67, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p><b>TE 6:</b> 324–325, 326–327, 343b, 348–349, 349j–349k, 352–353, 354–355, 373b, 380–381, 381j–381k, 384–385, 386–387, 405b, 412–413, 413j–413k, 416–417, 418e, 418–419, 437b, 442–443, 443j–443k, 445c, 446–447, 448–449, 465b, 472–473, 473j–473k, UR•13, UR•23, UR•33, UR•43</p>



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<p>RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>SE 1:</b> 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400  <b>SE 2:</b> 24–25, 50, 56–57, 80, 144–145, 164, 232–233, 254, 292–293, 314, 386–387, 412, 418–419, 442, 448–449, 472</p> <p><b>TE 1:</b> 23a, 49a, 81a, 113a, 114e, 114–115, 136–137, 137j–137k, 141a  <b>TE 2:</b> 221b, SG•52, SG•57, 292–293, 293a  <b>TE 3:</b> 320–321, 342–343a, 347a, 348e, 348–349, 356–357, 357a, 370–371, 376e–377  <b>TE 4:</b> 24e, 24–25, 36–37, 37a, 50–51a, 51h, 56e, 56–57, 80–81, 81a, SG•25, 144–145, 164–165a  <b>TE 5:</b> 232–233, 254–255, 292e, 292–293, 298–299, 299a, 315a, 315h  <b>TE 6:</b> 386e, 386–387, 390–391, 391a, 396–397a, 412–413, 413h, 418e, 418–419, 442–443, 443h, 449–449, 472–473</p>

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<b>Writing</b>	
<b>Text Types and Purposes</b>	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<p><b>SE 1:</b> 42–43, 304–305, 343  <b>SE 2:</b> 132–133, 280–281</p> <p><b>TE 1:</b> 42–43, 43a, SG•16  <b>TE 2:</b> 220–221, SG•38, SG•43, SG•48, SG•54, SG•59, SG•64, 287e–287f, 297d–297e, 304–305, 305a, 309d–309e  <b>TE 3:</b> 342–343a  <b>TE 4:</b> 50–51, 51a, 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e, SG•55, SG•59, SG•64  <b>TE 5:</b> 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e, 287p–287q, SG•50, WP•2–WP•3, WP•6–WP•7, WP•8–WP•9  <b>TE 6:</b> 353e–353f, 381p–381q, SG•39, SG•43, SG•48, SG•53, SG•54, SG•58, SG•64, UR•35</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 198-199, 200-201  <b>Unit 2:</b> 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 206-207, 208-209, 210-211  <b>Unit 3:</b> 218-219, 220-221  <b>Unit 4:</b> 212-213, 214-215, 216-217  <b>Unit 5:</b> 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 160-161, 162-163, 202-203, 204-205  <b>Unit 6:</b> 222-223, 224-225, 226-227</p>

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<p>W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>	<p><b>SE 1:</b> 304–305 <b>SE 2:</b> 132–133, 280–281</p> <p><b>TE 1:</b> 108–109, 109a, 156–157, 157a <b>TE 2:</b> 287e–287f, 297d–297e, 304–305, 305a, 305b–305c <b>TE 4:</b> 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e <b>TE 5:</b> 259e–259f, 269d–269e, 280–281a, 281b–281c, 287d–287e, WP•2–WP•3, WP•4–WP•5 <b>TE 6:</b> 353e–353f, 363d–363e, 374–375, 375a, 381p–381q</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 198-199, 200-201 <b>Unit 2:</b> 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57 <b>Unit 5:</b> 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 160-161, 162-163</p>
<p>W.4.1b Provide reasons that are supported by facts and details.</p>	<p><b>SE 1:</b> 304–305 <b>SE 2:</b> 132–133, 280–281</p> <p><b>TE 1:</b> 157a <b>TE 2:</b> 220–221, 221a, 287e–287f, 297d–297e, 304–305, 309d <b>TE 4:</b> 50–51, 51a, 115e–115f, 125d–125e, 132–133, 133a, 133b–133c, 139d–139e, 139p–139q <b>TE 5:</b> 259e–259f, 269d–269e, 280–281, 281a, 281b–281c, WP•4–WP•5 <b>TE 6:</b> 363d–363e, 381p–381q</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 198-199, 200-201 <b>Unit 2:</b> 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57 <b>Unit 5:</b> 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 160-161, 162-163</p>

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<p>W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	<p><b>SE 1:</b> 304–305 <b>SE 2:</b> 280–281</p> <p><b>TE 2:</b> 297d, 304–305, 309d <b>TE 4:</b> 139d <b>TE 5:</b> 280–281, 281a, 281b–281c, 287d–287e, WP•7</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 198-199, 200-201 <b>Unit 2:</b> 38-39, 42-43, 46-47, 48-49, 50-51 <b>Unit 5:</b> 134-135, 138-139, 142-143, 146-147, 152-153, 154-155, 162-163</p>
<p>W.4.1d Provide a concluding statement or section related to the opinion presented.</p>	<p><b>SE 1:</b> 304–305 <b>SE 2:</b> 132–133</p> <p><b>TE 2:</b> 287e–287f, 304–305, 309d <b>TE 4:</b> 132–133, 133b–133c, 139d–139e <b>TE 5:</b> 281b–281c, WP•4–WP•5</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 198-199, 200-201 <b>Unit 2:</b> 44-45, 52-53, 54-55, 56-57 <b>Unit 5:</b> 136-137, 140-141, 144-145, 148-149, 150-151, 154-155</p>

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<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>SE 1:</b> 70–71, 222–223, 276–277, 364–365, 422–423  <b>SE 2:</b> 106–107, 344–345, 466–467</p> <p><b>TE 1:</b> 49e–49f, 61d–61e, 70–71, 71a, 71b–71c, 77d–77e, 77p–77q  <b>TE 2:</b> 195b, 199e–199f, 211d–211e, 222–223, 223a, 223b–223c, 224c–224d, 225a, 227d–227e, 227p–227q, SG•21, SG•28, 259e–259f, 267d–267e, 276–277, 277a, 277b–277c, WP•2–WP•3, WP•6–WP•7  <b>TE 3:</b> 341a, 347e, 357d, 364–365a, 371b, 371d–371e, 405e, SG•53, SG•59, SG•60, SG•64, 422–423, 433e–433f, 443b, 443d–443e, 452–453a, 453b–453c, 459d–459e, 459p–459q, SG•69, UR•55  <b>TE 4:</b> 81b, 85e–85f, 106–107, 107a, 107b–107c, 111d–111e, UR•15, UR•25  <b>TE 5:</b> SG•11, SG•22, SG•27, SG•32, SG•60, 309c, UR•45, UR•55  <b>TE 6:</b> 325e–325f, 335d–335e, 344–345a, 345b–345c, 349b, 379a, SG•21, 466–467, WP•2–WP•3</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 228-229  <b>Unit 2:</b> 58-59, 60-61, 62-65, 66-67, 234-235, 236-237  <b>Unit 3:</b> 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-97, 98-99, 240-241  <b>Unit 4:</b> 238-239  <b>Unit 5:</b> 230-231, 232-233  <b>Unit 6:</b> 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 190-193, 194-195, 242-243, 244-245</p>

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<p>W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p><b>SE 1:</b> 70–71, 222–223, 276–277, 364–365, 422–423  <b>SE 2:</b> 106–107, 344–345</p> <p><b>TE 1:</b> 49e–49f, 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q, 131c  <b>TE 2:</b> 189d, 199e–199f, 211d–211e, 222–223a, 223b–223c, 227d–227e, 227p–227q, SG•22, SG•27, 259e–259f, 267d–267e, 276–277a, 277b–277c, 283d–283e, WP•4–WP•5, WP•6–WP•7  <b>TE 3:</b> 340–341a, 347e–347f, 357d–357e, 364–365a, 371d–371e, 405e–405f, 422–423a, 423b, 433e–433f, 443d–443e, 452–453a, 453b–453c, 459d–459e, WP•4–WP•5, WP•6–WP•7  <b>TE 4:</b> 81b, 85e–85f, 95d–95e, 106–107, 107a, 107b–107c, 111d–111e  <b>TE 6:</b> 335d–335e, 344–345a, 345b–345c, 349d–349e, 379a, 405d, 413b, WP•6–WP•7</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 58-59, 66-67  <b>Unit 3:</b> 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 94-97, 98-99  <b>Unit 6:</b> 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 190-193, 194-195</p>

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<p>W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p><b>SE 1:</b> 70–71, 222–223, 276–277  <b>SE 2:</b> 344–345, 466–467</p> <p><b>TE 1:</b> 61d–61e, 70–71a, 71b–71c, 77d–77e, 77p–77q  <b>TE 2:</b> 195b, 199e–199f, 211d–211e, 222–223a, 223b–223c, 224c–224d, 227d–227e, 259e–259f, 267d–267e, 276–277, 277b–277c, 283d–283e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7  <b>TE 3:</b> 347e–347f, 371b, 371d–371e, 371p–371q, 443b, 452–453a, 459d–459e, WP•4–WP•5  <b>TE 4:</b> SG•12, SG•15, 85e–85f, 106–107, 107a, 111d–111e  <b>TE 5:</b> SG•36  <b>TE 6:</b> 325e–325f, 335d–335e, 344–345a, 345b–345c, 349d–349e, 375b–375c, 381d–381e, UR•15, WP•4–WP•5</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 58-59, 60-61, 62-65, 66-67  <b>Unit 3:</b> 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-97, 98-99  <b>Unit 6:</b> 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 190-193, 194-195</p>
<p>W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>	<p><b>SE 2:</b> 106–107, 344–345</p> <p><b>TE 1:</b> SG•73  <b>TE 2:</b> 223b–223c  <b>TE 3:</b> WP•2, WP•6  <b>TE 4:</b> 85e–85f, 106–107a, 107b–107c, 111d–111e  <b>TE 6:</b> 325e–325f, 344–345a, WP•7</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 58-59, 66-67  <b>Unit 3:</b> 72-73, 76-77, 78-79, 86-87, 90-91, 98-99  <b>Unit 6:</b> 168-169, 170-171, 176-177, 180-181, 184-185, 186-187, 194-195</p>

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<p>W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>SE 1:</b> 222–223, 364–365, 422–423  <b>SE 2:</b> 344–345</p> <p><b>TE 2:</b> 222–223a, 224c–224d, 283d–283e, WP•7  <b>TE 3:</b> 347e–347f, 364–365, 415d–415e, 422–423, 459p  <b>TE 5:</b> SG•36  <b>TE 6:</b> 325e–325f, 344–345, 349d–349e, 375b–375c</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 58-59, 66-67  <b>Unit 3:</b> 70-71, 74-75, 82-83, 84-85, 88-89, 90-91, 94-97, 98-99  <b>Unit 6:</b> 166-167, 172-173, 174-175, 178-179, 182-183, 186-187, 192-193, 194-195</p>
<p>W.4.2e Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>SE 1:</b> 276–277  <b>SE 2:</b> 344–345</p> <p><b>TE 1:</b> 49e–49f, 77d–77e  <b>TE 2:</b> 199e–199f, 276–277, WP•6  <b>TE 6:</b> 344–345, 349d, 379a, WP•6</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 58-59  <b>Unit 3:</b> 90-91  <b>Unit 6:</b> 186-187</p>



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<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><b>SE 1:</b> 40–41, 102–103, 158–159, 338–339, 394–395  <b>SE 2:</b> 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407, 438–439, 466–467</p> <p><b>TE 1:</b> 23e–23f, 31d–31e, 40–41, 41a, 41b–41c, 75a, 81e–81f, 93d–93e, 123d–123e, 141e–141f, 151d–151e, 158–159, 165d–165e, WP•2–WP•3, WP•6, WP•10  <b>TE 3:</b> 319e–319f, 329d–329e, 338–339a, 339b–339c, 375e–375f, 387d–387e, 394–395a, SG•38, SG•43, UR•35, UR•45  <b>TE 4:</b> 23e–23f, 44–45a, 45b–45c, 51d–51e, 55e–55f, 67d–67e, 74–75, 75a, 75b–75c, 81d–81e, 143e–143f, 151d–151e, 158–159a, 159b–159c, 165d–156e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7  <b>TE 5:</b> 175e–175f, 192–193, 193a, 194–195a, 203e–203f, 213d–213e, 220–221a, 241d–241e, 248–249, SG•54, SG•59, SG•64, 291e–291f, 301d–301e, 308–309a, 315d, UR•25, UR•35  <b>TE 6:</b> 385e–385f, 395d–395e, 406–407a, 413d–413e, 413p–413q, SG•37, 417e–417f, 427d–427e, 438–439a, 447e–447f, 459d–459e, 466–467a, 473d–473e, SG•68, UR•45</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29, 30-33, 34-35  <b>Unit 4:</b> 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-129, 130-131</p>

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<p>W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p><b>SE 1:</b> 40–41, 102–103, 158–159, 338–339, 394–395  <b>SE 2:</b> 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407, 438–439, 466–467</p> <p><b>TE 1:</b> 23e–23f, 31d–31e, 40–41a, 93d–93e, 102–103a, 123d–123e, 141e–141f, 151d–151e, 158–159, 165d–165e, 165p–165q, WP•4–WP•5  <b>TE 2:</b> 248–249, 249a  <b>TE 3:</b> 319e–319f, 329d–329e, 338–339a, 375e–375f, 387d–387e, 394–395a, 395b–395c, 401d–401e  <b>TE 4:</b> 23e–23f, 35d–35e, 42–43a, 44–45a, 45b–45c, 51p–51q, 74–75a, 143e–143f, 151d–151e, 158–159a, 159b–159c, 165d–165e, WP•4–WP•5  <b>TE 5:</b> 175e–175f, 185d–185e, 194–195a, 195b–195c, 203e–203f, 213d–213e, 220–221a, 221b, 227d–227e, 248–249, 291e–291f, 308–309a, 315d–315e  <b>TE 6:</b> 385e–385f, 395d–395e, 406–407a, 417e–417f, 427d–427e, 438–439a, 439b–439c, 447e–447f, 466–467a</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 30-33, 34-35  <b>Unit 4:</b> 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 126-129, 130-131</p>

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<p>W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p><b>SE 1:</b> 40–41, 132–133, 158–159, 338–339  <b>SE 2:</b> 44–45, 158–159 194–195, 220–221, 308–309, 406–407, 438–439, 466–467</p> <p><b>TE 1:</b> 40–41, 41b–41c, 158–159  <b>TE 2:</b> 195i  <b>TE 3:</b> 394–395a  <b>TE 4:</b> 44–45a, 158–159a, 159b–159c, 165d, WP•6–WP•7  <b>TE 5:</b> 194–195, 220–221, 221a, 255d–255e, 291e–291f, 308–309a, 315d  <b>TE 6:</b> 385e–385f, 406–407a, 407b–407c, 413d–413e, 417e–417f, 438–439a, 439b–439c, 443d–443e, 443p–443q</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6-7, 8-9, 10-11, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 26-27, 30-33, 34-35  <b>Unit 3:</b> 98-99  <b>Unit 4:</b> 102-103, 104-105, 106-107, 108-109, 110-111, 114-115, 116-117, 118-119, 120-121, 122-123, 126-129, 130-131</p>
<p>W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p><b>SE 1:</b> 304  <b>SE 2:</b> 280</p> <p><b>TE 1:</b> 165d–165e, 165p–165q, WP•6–WP•7, WP•10  <b>TE 2:</b> 304–305  <b>TE 4:</b> 165d–165e  <b>TE 5:</b> 195b, 227d–227e, 280–281, 308–309a, 315d  <b>TE 6:</b> 459d</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6-7, 10-11, 12-13, 14-15, 18-19, 26-27, 34-35  <b>Unit 3:</b> 98-99  <b>Unit 4:</b> 106-107, 116-117, 118-119, 122-123, 124-125, 126-129, 130-131</p>

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<p>W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p><b>SE 1:</b> 40–41, 102–103, 338–339  <b>SE 2:</b> 44–45, 74–75, 158–159, 194–195, 220–221, 248–249, 308–309, 406–407</p> <p><b>TE 1:</b> 40–41a, 41b–41c, 45d–45e, 50c–50d, 81e–81f, 93d–93e, 102–103a, 103b–103c, 109d–109e, 142b, 169a, WP•10  <b>TE 2:</b> 195d–195e, 232d, 250–251a, 255d–255e  <b>TE 3:</b> 338–339a, 343p  <b>TE 4:</b> 35d–35e, 44–45a, 45b–45c, 51d–51e, 74–75a, 75b–75c, 81d–81e, 158–159a, 159b–159c, 165d–165e, WP•6  <b>TE 5:</b> 194–195a, 199d, 204d, 213c, 214c, 220–221, 227d–227e, 227i, 227p–227q, 241d–241e, 248–249a, 249b–249c, 255d–255e, 255p, 291e–291f, 301d–301e, 306–307a, 308–309a, 315d, 315p  <b>TE 6:</b> 346c–346d, 381d–381e, 406–407a, 407b, 413d–413e, 438–439a, 439b–439c, 473d</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 8-9, 12-13, 14-15, 16-17, 18-19, 22-23, 26-27, 28-29, 34-35,  <b>Unit 3:</b> 98-99  <b>Unit 4:</b> 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 118-119, 120-121, 122-123, 124-125, 130-131</p>
<p>W.4.3e Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>SE 1:</b> 132–133  <b>SE 2:</b> 44–45</p> <p><b>TE 1:</b> 31d–31e  <b>TE 4:</b> 44–45a, 51d–51e, 158–159a, 165d–165e  <b>TE 5:</b> 195b, 213e, 308–309, 315d  <b>TE 6:</b> 427e, 443d, 459d, 466–467</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 26-27  <b>Unit 3:</b> 98-99  <b>Unit 4:</b> 104-105, 116-117, 122-123</p>

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<b>Production and Distribution of Writing</b>	
<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>SE 1:</b> 40–41, 70–71, 102–103, 132–133, 158–159</p> <p><b>TE 1:</b> 23e–23f, 31d–31e, 40–41a, 41b–41c, 45d–45e, 45p–45q, SG•6, SG•11, SG•16, 49e–49f, 70–71a, 71b–71c, 81e–81f, 93d–93e, 102–103a, 109d–109e, 109p–109q, SG•37, 113e–113f, 123d–123e, 131c, 132–133a, 133b–133c, 137d–137e, 137p–137q, SG•53, 151d–151e, 158–159, 159b–159c, 165p–165q, 169a, SG•69</p> <p><b>TE 2:</b> 175e–175f, 183d–183e, 190–191a, 195p–195q, 223b–223c, 227d–227e, SG•22, SG•27, SG•32, 231e–231f, 241d–241e, 250–251a, 255p–255q, SG•53, SG•59, SG•63, 304–305, 305a, 305b–305c, 309p–309q, SG•69</p> <p><b>TE 3:</b> 339b–339c, 343d–343e, 357d–357e, 364–365, 365a, 365b–365c, 371d–371e, SG•22, SG•27, SG•32, 415d–415e, 422–423, 423a, 423b–423c, 429p–429q, 452–453, 453a, UR•15</p> <p><b>TE 4:</b> 23e–23f, 51p–51q, 81p–81q, SG•22, SG•27, SG•32, 85e–85f, 95d–95e, 106–107, 107a, 111d–111e, 111p–111q, 132–133, 133a, 151d–151e, 159b–159c, 165d–165e, 165p–165q</p> <p><b>TE 5:</b> 199p–199q, 213d–213e, 227p–227q, 231e–231f, 241d–241e, 248–249, 249a, 249b–249c, 255d–255e, 255p–255q, SG•39, SG•43, SG•48, 287p–287q, 315p–315q, SG•71, SG•74, WP•8–WP•9, WP•10</p> <p><b>TE 6:</b> 349b, 349p–349q, 375b–375c, 381b, 381p–381q, 413b, 413p–413q, 443p–443q, 467b–467c, 473p–473q, UR•25, UR•55</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 8-9, 12-13, 16-17, 20-21, 26-27, 30-33, 34-35, 198-199, 200-201, 228-229  <b>Unit 2:</b> 40-41, 44-45, 48-49, 52-53, 62-65, 66-67, 206-207, 208-209, 210-211, 234-235, 236-237  <b>Unit 3:</b> 72-73, 76-77, 80-81, 84-85, 94-97, 98-99, 218-219, 220-221, 240-241</p>

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<p><b>(Continued)</b> W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>(Continued)</b> <b>Unit 4:</b> 104-105, 108-109, 112-113, 116-117, 122-123, 126-129, 130-131, 214-215, 216-217, 238-239 <b>Unit 5:</b> 136-137, 1140-141, 144-145, 148-149, 154-155, 158-161, 162-163, 202-203, 204-205, 230-231, 232-233 <b>Unit 6:</b> 168-169, 172-173, 176-177, 180-181, 186-187, 190-193, 194-195, 222-223, 224-225, 226-227, 242-243, 244-245</p>

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<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)</p>	<p><b>SE 1:</b> 40–41, 70–71, 102–103, 132–133, 158–159</p> <p><b>TE 1:</b> 31d–31e, 40–41a, 41b–41c, 45d–45e, 45p–45q, SG•15, 77d–77e, 77p–77q, 103b–103c, 109d–109e, 137d–137e, 158–159, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p><b>TE 2:</b> 227d–227e, 255d, 255p–255q, 283d–283e, 283p–283q, 305a, 305b–305c, 309b, 309d–309e, 309p–309q, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9</p> <p><b>TE 3:</b> 339b–339c, 343d–343e, 371d–371e, 401d–401e, 401p–401q, 429d–429e, 452–453, 453a, 459p–459q, SG•79, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9</p> <p><b>TE 4:</b> 51d–51e, 51p–51q, 55b, 67d–67e, 73d, 81d–81e, 111d–111e, 111p–111q, 133b–133c, 139d–139e, 139p–139q, 165p–165q, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p><b>TE 5:</b> 199p–199q, 227d–227e, 227p–227q, 231e–231f, 241d–241e, 255d–255e, 255p–255q, 287d–287e, WP•2–WP•3, WP•4–WP•5, WP•8–WP•9, WP•10</p> <p><b>TE 6:</b> 325b, 349d–349e, 349p–349q, 363d–363e, 381d–381e, 381p–381q, 395d–395e, 407b–407c, 413d–413e, 413p–413q, 443d–443e, 467b–467c, 473p–473q, WP•6–WP•7, WP•8–WP•9</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 30-33, 198-199, 200-201, 228-229  <b>Unit 2:</b> 62-65, 206-207, 208-209, 210-211, 234-235, 236-237  <b>Unit 3:</b> 94-97, 218-219, 220-221, 240-241  <b>Unit 4:</b> 126-129, 212-213, 214-215, 216-217, 238-239  <b>Unit 5:</b> 158-161, 202-203, 204-205, 230-231, 232-233  <b>Unit 6:</b> 190-193, 222-223, 224-225, 226-227, 242-243, 244-245</p>

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<p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.</p>	<p><b>TE 1:</b> 45b, SG•13, SG•14, 77b, 137b, WP•9, WP•10  <b>TE 2:</b> 255b, 278c–278d, 278–279a, WP•9, WP•10  <b>TE 3:</b> 329b, 371b, 415b, 424c–424d, 424–425a, 426–427a, WP•9, WP•10  <b>TE 4:</b> 51b, 134c–134d, 165b, WP•9, WP•10  <b>TE 5:</b> 301b, 315b, WP•9, WP•10  <b>TE 6:</b> 349b, 437c–437d, 471a, WP•9, WP•10</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 34-35  <b>Unit 2:</b> 66-67, 206-207  <b>Unit 3:</b> 98-99  <b>Unit 4:</b> 130-131, 212-213, 214-215, 216-217, 238-239  <b>Unit 5:</b> 162-163, 202-203, 204-205, 230-231, 323-233  <b>Unit 6:</b> 194-195, 224-225, 226-227, 242-243, 244-245</p>



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<b>Research to Build and Present Knowledge</b>	
<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>TE 1:</b> 23b, 31b, 39d, 45b, 45n, SG•13, SG•14, SG•15, 49b, 61b, 69d, 77b, 81b, 101d, 109b, SG•48, 113b, 123b, 131c, 131d, 137b, SG•63, SG•64, 141b, 151b, 157d, 165b, SG•80</p> <p><b>TE 2:</b> 175b, 189d, 195b, SG•12, 221d, 227b, 231b, 241b, 249d, 267b, 275d, 283b, SG•60, SG•61, 297b, 303d, 309b, SG•78, SG•79</p> <p><b>TE 3:</b> 319b, 329b, 337c, 337d, 343b, SG•12, SG•13, 347b, 357b, 363d, 371b, 371n, 375b, 387b, 401b, SG•44, SG•45, SG•48, 405b, 415b, 421d, 429b, 429n, 433b, 443b, 451d, 459b, SG•77, SG•78</p> <p><b>TE 4:</b> 23b, 55b, 67b, 85b, 95b, SG•44, 115b, 125b, 131d, 143b, 151b, 165n, SG•77</p> <p><b>TE 5:</b> 175b, 185b, SG•12, 203b, 213b, SG•28, SG•29, SG•30, 231b, 241b, SG•38, SG•43, SG•44, SG•45, SG•46, SG•47, SG•48, 259b, 269b, 291b, SG•76, SG•77</p> <p><b>TE 6:</b> 325b, 335b, SG•12, SG•13, SG•14, SG•15, 353b, 363b, SG•22, SG•27, SG•28, SG•29, SG•32, 385b, 395b, SG•44, SG•45, 417b, 427b, 437c, SG•60, SG•61, SG•62, SG•63, 447b, 459b, 465c, SG•76, SG•77, SG•78, SG•79, WP•2–WP•3</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 24-25  <b>Unit 3:</b> 72-73, 84-85  <b>Unit 4:</b> 108-109, 112-113, 116-117  <b>Unit 5:</b> 136-137, 140-141, 148-149  <b>Unit 6:</b> 168-169, 172-173, 184-185</p>

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<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p><b>SE 1:</b> 156, 220, 336, 450</p> <p><b>TE 1:</b> 31b, 39d, 45b, SG•14, SG•15, 61d–61e, 69c, SG•18, SG•29, 93b, 101c, 101d, 104c–104d, 109b, 123b, 131c, 131d, 136–137a, 151b, 156–157, 157c, 157d, 165b, WP•4–WP•5</p> <p><b>TE 2:</b> 175b, 183b, 189d, 195b, SG•13, 199b, 211b, 220–221, 227b, SG•28, SG•29, 231b, 241b, 249d, 255b, 259b, 267b, 275d, SG•62, 297b, 303d, 309b</p> <p><b>TE 3:</b> 336–337, 343b, SG•6, SG•7, SG•11, SG•12, SG•13, SG•14, SG•15, SG•16, 371b, 387b, 393c, 393d, 401b, 415b, 429b, 429n, 450–451, 459b, SG•79, WP•4–WP•5</p> <p><b>TE 4:</b> 23b, 35b, 43d, 51b, SG•16, 67b, 73d, 81b, 95b, 105a, 105d, 111b, 111i, SG•48, 125b, 131d, 139b, 157c, 157d, 165b, WP•2–WP•3</p> <p><b>TE 5:</b> 185b, 193d, 199b, SG•6, SG•16, 219d, 227b, 247d, 255b, 269b, 279c, 279d, 287b, SG•53, SG•61, 301b, 307d, 315b, SG•79</p> <p><b>TE 6:</b> 335b, 343c, 343d, SG•6, SG•11, SG•14, SG•15, 363b, 373d, SG•30, 395b, 405d, 413b, SG•46, 437d, 443b, SG•62, SG•63, 459b, 465c, 465d, 473b, SG•76, SG•77, WP•2–WP•3, WP•4–WP•5</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 24-25, 28-29  <b>Unit 2:</b> 58-59, 60-61  <b>Unit 3:</b> 72-73, 84-85, 92-93  <b>Unit 4:</b> 108-109, 112-113, 116-117, 124-125, 212-213, 238-239  <b>Unit 5:</b> 136-137, 140-141, 148-149, 156-157, 202-203, 204-205, 230-231, 232-233  <b>Unit 6:</b> 168-169, 172-173, 184-185, 188-189, 222-223</p>

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<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>SE 1:</b> 38, 68, 100, 130, 156, 220, 248, 274, 302, 336, 362, 392, 420, 450  <b>SE 2:</b> 42, 72, 104, 130, 156, 192, 218, 246, 278, 306, 342, 372, 404, 436, 464</p> <p><b>TE 1:</b> 38–39a, 68–69a, 100–101a, 107a, SG•46, 130–131a, SG•54, SG•55, SG•59, SG•64, 156–157, 157a  <b>TE 2:</b> 188–189a, 220–221a, 221c, 248–249a, 274–275a, 283e, 302–303a, 303d  <b>TE 3:</b> 336–337a, 337c, 362–363a, 363c, 392–393, 393a, 420–421a, 450–451a  <b>TE 4:</b> 42–43a, 72–73a, 104–105a, 130–131a, 156–157a  <b>TE 5:</b> 192–193, 218–219a, 227e, 246–247a, 255b, 278–279a, 306–307a  <b>TE 6:</b> SG•12, SG•13, 342–343, 353e–353f, 363d–363e, 372–373a, 373, 374–375, 375a, 404–405a, 436–437a, 464–465a</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23, 24-25, 28-29, 30-33, 198-199, 200-201, 228-229  <b>Unit 2:</b> 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-65, 206-207, 208-209, 210-211, 234-235, 236-237  <b>Unit 3:</b> 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 92-93, 94-97, 218-219, 220-221, 240-241  <b>Unit 4:</b> 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 124-125, 126-129, 212-213, 214-215, 216-217, 238-239  <b>Unit 5:</b> 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 156-157, 158-161, 202-203, 204-205, 230-231, 232-233  <b>Unit 6:</b> 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 188-189, 190-193, 222-223, 224-225, 226-227, 242-243, 244-245</p>

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<p>W.4.9a Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>	<p><b>SE 1:</b> 38, 68, 100, 130, 188, 220, 248, 392, 450  <b>SE 2:</b> 42, 156, 246, 306, 404, 436</p> <p><b>TE 1:</b> 38–39a, 42c–42d, 68–69, 100–101, 130–131a  <b>TE 2:</b> 188–189a, 220–221a, 248–249  <b>TE 3:</b> 362–363a, 392–393, 450–451a  <b>TE 4:</b> 45b–45c, 156–157a  <b>TE 5:</b> 227d–227e, 306–307a  <b>TE 6:</b> 404–405, 436–437, 443p–443q</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 18-19, 20-21, 22-23  <b>Unit 2:</b> 38-39, 40-41, 42-43, 44-45, 46-47, 48-49  <b>Unit 3:</b> 78-79, 80-81, 88-89  <b>Unit 4:</b> 102-103, 104-105, 106-107, 108-109, 112-113, 118-119, 120-121  <b>Unit 5:</b> 142-143, 150-151, 152-153, 202-203  <b>Unit 6:</b> 174-175, 176-177, 178-179, 180-181</p>
<p>W.4.9b Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p><b>SE 1:</b> 156, 274, 302, 336, 362, 420  <b>SE 2:</b> 72, 104, 130, 192, 218, 278, 342, 372, 464</p> <p><b>TE 1:</b> 72–73, 73a, 156–157  <b>TE 2:</b> 274–275, 302–303a  <b>TE 3:</b> 336–337, 362–363a, UR•15  <b>TE 4:</b> 72–73, 104–105, 130–131  <b>TE 5:</b> 192–193, 218–219, 246–247a, 278–279  <b>TE 6:</b> 342–343a, 372–373, 464–465</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 10-11, 12-13, 16-17, 22-23, 24-25  <b>Unit 2:</b> 44-45, 50-51, 52-53, 54-55, 56-57  <b>Unit 3:</b> 70-71, 72-73, 74-75, 76-77, 82-83, 84-85, 86-87, 88-89  <b>Unit 4:</b> 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 120-121  <b>Unit 5:</b> 134-135, 136-137, 138-139, 140-141, 144-145, 146-147, 148-149, 152-153  <b>Unit 6:</b> 166-167, 168-169, 170-171, 172-173, 176-177, 180-181, 182-183, 184-185</p>

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<b>Range of Writing</b>	
<p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>SE 1:</b> 24–25, 38, 40–41, 43</p> <p><b>TE 1:</b> 23b, 23e–23f, 24–25, 31d–31e, 38–39, 40–41, 41b–41c, 42–43a, 45b, 45d–45e, 45p–45q, SG•12, SG•31, SG•46, SG•48, 113e–113f, SG•63, SG•64, 151d–151e, SG•80, UR•10, UR•35, UR•45, U•54</p> <p><b>TE 2:</b> 175e–175f, 183d–183e, SG•5, 220–221, 221a, SG•27, SG•28, 231e–231f, 250–251, 251a, 251b–251c, SG•37, 259e–259f, 297d–297e, 309b, 313a, UR•15, UR•25, UR•35, UR•45, UR•55</p> <p><b>TE 3:</b> 371b, 371d–371e, 375e–375f, 394–395, 395a, 395b–395c, 401p–401q, SG•44, 415d–415e, 443d–443e, 450–451, 451a, 451d, 452–453, 453a, 459d–459e, 459p–459q, 463a, UR•15</p> <p><b>TE 4:</b> 23e–23f, 55e–55f, 67d–67e, 74–75, 75a, 81p–81q, 85e–85f, SG•37, SG•47, 139d–139e, SG•64, 151d–151e, 158–159, 159a, 168–169, 169a, UR•15, UR•35, UR•45, UR•55</p> <p><b>TE 5:</b> 194–195, 195a, SG•16, 203e–203f, 213d–213e, SG•31, SG•47, 269d–269e, SG•54, SG•59, SG•64, 291e–291f, 301d–301e, 315p–315q, SG•74</p> <p><b>TE 6:</b> 342–343, 343a, 346–347, 347a, 349b, 349d–349e, 349p–349q, SG•2, SG•11, SG•15, 353e–353f, 413b, 443p–443q, SG•58</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 30-33  <b>Unit 2:</b> 62-65  <b>Unit 3:</b> 94-97  <b>Unit 4:</b> 126-129, 232-233 238-239  <b>Unit 5:</b> 158-161, 204-205, 230-231, 232-233  <b>Unit 6:</b> 190-193</p>

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<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	<p><b>SE 1:</b> 20–21, 26–27, 255 <b>SE 2:</b> 51</p> <p><b>TE 1:</b> 20–21, 21a–21b, 21c, 22–23, 24a–24b, 26–27, 27a, 31e, 32a–32b, 42a–42b, SG•2, SG•3, SG•6, SG•7, SG•8, SG•9, SG•10, SG•11, SG•12, SG•16, 47a–47b, 50a–50b, 62a–62b, 72a–72b, SG•18, SG•19, SG•24, SG•29, 82a–82b, 94a–94b, 104a–104b, 111a–111b, 114a–114b, 124a–124b, 134a–134b, 139a–139b, 142a–142b, 152a–152b, 160a–160b, UR•6, UR•16, UR•26, UR•36, UR•46</p> <p><b>TE 2:</b> 173a–173b, 176a–176b, 184a–184b, 192a–192b, SG•2, SG•3, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, SG•16, 197a–197b, 200a–200b, 212a–212b, 224a–224b, SG•18, SG•19, SG•22, SG•23, SG•28, SG•32, 229a–229b, 232a–232b, 242a–242b, 252a–252b, 254–255, 257a–257b, 260a–260b, 268a–268b, 278a–278b, 278c–278d, 278–279, 279a, 285a–285b, 287a, 287b, 288a–288b, 298a–298b, 303a, 306a–306b, 309a, SG•66, SG•71, UR•6, UR•16, UR•26, UR•36, UR•46</p> <p><b>TE 3:</b> 317a–317b, 320a–320b, 330a–330b, 340a–340b, 348a–348b, 358a–358b, 366a–366b, 371n, SG•18, SG•19, SG•22, SG•23, SG•28, SG•29, 373a–373b, 376a–376b, 388a–388b, 396a–396b, 403a–403b, 406a–406b, 424a–424b, SG•62, SG•63, 431a–431b, 433a, 433b, 434a–434b, 444a–444b, 451c, 454a–454b, 459n, SG•66, SG•70, SG•75, SG•79, SG•80, UR•6, UR•16, UR•26, UR•36, UR•46</p> <p><b>TE 4:</b> 24a–24b, 26, 36a–36b, 46a–46b, SG•6, SG•7, SG•10, SG•11, SG•16, 50–51, 56a–56b, 68a–68b, 76a–76b, 80–81, 81a, 86a–86b, 96a–96b, 108a–108b, SG•38, SG•39, SG•42, SG•43, SG•48, 116a–116b, 126a–126b, 134a–134b, 141a–141b, 143a, 144a–144b, 152a–152b, 160a–160b, SG•66, SG•75, SG•76, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>

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<p><b>(Continued)</b> SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p>	<p><b>(Continued)</b> <b>TE 5:</b> 173a–173b, 176a–176b, 186a–186b, 186–187, 187a, 196a–196b, 199n, SG•2, SG•6, SG•7, SG•15, 204a–204b, 214a–214b, 222a–222b, 222d, 227n, 232a–232b, 242a–242b, 250a–250b, 250c–250d, 257a–257b, 260a–260b, 270a–270b, 282a–282b, 289a–289b, 292a–292b, 302a–302b, 309c, 310a–310b, SG•74, SG•75, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47 <b>TE 6:</b> 326a–326b, 336a–336b, 346a–346b, 349a, 349n, 351a, 354a–354b, 364a–364b, 376a–376b, 383a–383b, 386a–386b, 396a–396b, 408a–408b, 418a–418b, 428a–428b, 440a–440b, 448a–448b, 460a–460b, 468a–468b, 473n, SG•70, SG•71, SG•75, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47  <b>Writing to Sources:</b> <b>Unit 1:</b> 26-27, 30-33, 34-35 <b>Unit 2:</b> 58-59, 62-65, 66-67 <b>Unit 3:</b> 90-91, 94-97, 98-99 <b>Unit 4:</b> 122-123, 126-129, 130-131 <b>Unit 5:</b> 154-155, 158-161, 162-163 <b>Unit 6:</b> 186-187, 190-193, 194-195</p>
<p>SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p><b>SE 1:</b> 45, 309 <b>SE 2:</b> 287, 349, 413  <b>TE 1:</b> 21a–21b, 45a, 45n, 69a, 79a–79b, 124c–124d, 130–131, 131a <b>TE 2:</b> 188–189a, 227n, 268a–268b, 278a–278b, 308–309a <b>TE 3:</b> 371n, SG•64, 459n, SG•80 <b>TE 4:</b> 76a-76b, SG•48 <b>TE 5:</b> 286–287a <b>TE 6:</b> 348–349a, 349n, 412–413, 443n</p>

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<p>SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>SE 1:</b> 45, 77, 109, 137, 165, 283, 309 <b>SE 2:</b> 199, 413</p> <p><b>TE 1:</b> 45a, 45n, 76–77, 77n, SG•32, 108–109a, 109e, 109n, 136–137, 137n, 164–165a, 165n <b>TE 2:</b> 195n, 226–227a, 227n, 254–255a, 255n, 282–283a, 283n, 308–309a, 309n <b>TE 3:</b> 343n, 371n, 400–401a, 401n, 429n, 459n, SG•80 <b>TE 4:</b> 51n, SG•16, 80–81a, 81n, 110–111, 111a, 111n, 138–139, 139a, 139n, 165n <b>TE 5:</b> 198–199a, 227n, 286–287a, 287n, 315n, SG•80 <b>TE 6:</b> 348–349a, 349n, 381n, 412–413a, 413n, 473n</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 34-35 <b>Unit 2:</b> 66-67 <b>Unit 3:</b> 98-99 <b>Unit 4:</b> 130-131 <b>Unit 5:</b> 162-163 <b>Unit 6:</b> 194-195</p>



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<p>SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p><b>SE 1:</b> 77, 78, 110, 137, 165, 255, 283, 284, 309, 316, 344, 372, 401, 429, 459  <b>SE 2:</b> 20, 52-53, 80-81, 82-83, 110-111, 112-113, 139, 140, 200, 255, 256, 287, 288, 315, 322, 349, 350, 382-383, 413, 414, 444, 473</p> <p><b>TE 1:</b> 23a–23b, 45a, SG•14, 47a–47b, 49a–49b, 77a, 78j–79, 110–111, SG•20, SG•21, SG•23, SG•34, SG•35, SG•36, SG•37, SG•39, 111a–111b, SG•50, SG•51, SG•52, SG•53, SG•55, SG•66, SG•67, SG•68, SG•69, SG•71, 136–137, 164–165  <b>TE 2:</b> 175a, 175b, 199b, 212b, 254–255a, 255b, 255n, 259a, 259b, 278a–278b, 282–283a, 287a, 308–309a  <b>TE 3:</b> 343n, 344–345, 371a, 371b, 371n, 372–373, SG•53, 400–401, 428–429, 459–459, 459n  <b>TE 4:</b> 20–21, 21a–21b, SG•7, 52–53, 56a–56b, 80–81a, 81n, 82–83, SG•18, SG•19, SG•23, SG•28, 110–111a, 112–113a, SG•55, SG•60, 140–141, 141a–141b, UR•16  <b>TE 5:</b> 173a–173b, 175b, SG•12, 200–201, 201a, 222c, SG•20, SG•21, SG•30, SG•31, 229a, 255a, 256–257, SG•36, SG•37, SG•46, SG•47, 259a, 259b, 286–287, 287a, 288–289, 291b, 314–315, 315a, SG•69, SG•71, SG•78, SG•79  <b>TE 6:</b> 322–323, 323a, 348–349, 349a, 349n, 350–351, 382–383, 412–413, 414–415, 415a, 428a–428b, 443a, 444–445, 472–473</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 34-35  <b>Unit 2:</b> 66-67  <b>Unit 3:</b> 98-99  <b>Unit 4:</b> 130-131  <b>Unit 5:</b> 162-163  <b>Unit 6:</b> 194-195</p>

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SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<p><b>SE 1:</b> 255, 309  <b>SE 2:</b> 255, 287, 349, 381, 413</p> <p><b>TE 1:</b> 23a, 24a–24b, 32c–32d, 42a–42b, 42–43, 43a, 81a, 82a–82b, 104a–104b, 114a–114b, 124c–124d, 142a–142b, 152a–152b  <b>TE 2:</b> 254–255, 308–309, SG•7, SG•50, SG•54, SG•55  <b>TE 3:</b> 406b  <b>TE 4:</b> 99a, 116b, 134a–134b, UR•36–UR•37, UR•46–UR•47  <b>TE 5:</b> 254–255, 286–287  <b>TE 6:</b> 348–349, 349a, 380–381, 412–413</p> <p><b>Writing to Sources:</b>  <b>Unit 5:</b> 162-163</p>
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p><b>SE 1:</b> 22</p> <p><b>TE 1:</b> 21c, 22–23, SG•74  <b>TE 2:</b> 184c–184d, 189a, 221a, 249a, 255n, 268c–268d, 275a, 303a  <b>TE 4:</b> 68c–68d, 126c–126d, 131a, 165n  <b>TE 5:</b> 250–251, 251a, 252–253, 253a  <b>TE 6:</b> 336c–336d, 342a, SG•9</p> <p><b>Writing to Sources:</b>  <b>Unit 4:</b> 130-131</p>
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	<p><b>SE 2:</b> 51, 349, 413</p> <p><b>TE 1:</b> SG•22, SG•23, SG•27, SG•32, 136–137a, 165a  <b>TE 2:</b> 221a, SG•55, SG•59, SG•64  <b>TE 4:</b> 42–43, 51a, 139q  <b>TE 6:</b> SG•70, SG•71, SG•74, SG•75, SG•80</p> <p><b>Writing to Sources:</b>  <b>Unit 5:</b> 162-163</p>

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<b>Presentation of Knowledge and Ideas</b>	
<p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>SE 1:</b> 137, 195, 227, 309, 343, 401, 429, 459  <b>SE 2:</b> 81, 111, 139, 165, 227, 255, 287, 381, 473</p> <p><b>TE 1:</b> 32c–32d, SG•16, 77n, SG•32, 109n, SG•48, 111b, 136–137a, 137n, SG•64, 165n, SG•80  <b>TE 2:</b> 194–195, 195a, 195n, SG•16, 226–227, 227a, 227n, 227q, 255n, SG•48, 283n, SG•64, 308–09a, 309n, SG•80  <b>TE 3:</b> 330c–330d, 337d, 342–343a, 343n, SG•16, 371b, 371n, SG•32, 388d, 392–393a, 400–401a, 401n, SG•48, 429n, 450–451a, 458–459a, 459n, SG•80  <b>TE 4:</b> 51n, SG•16, 72–73, 73a, 80–81, 81a, 81n, SG•32, 96c–96d, 105a, 110–111a, 111n, SG•48, 138–139a, 139n, SG•64, 157a, 164–165a, 165n, SG•73, SG•80  <b>TE 5:</b> 193a, 199n, SG•16, 226–227a, 227n, SG•22, SG•25, SG•32 242c–242d, 247d, 254–255a, 255n, SG•48, 270c–270d, 287n, SG•64, 302c–302d, 307a, 315n, SG•72, SG•73, SG•80  <b>TE 6:</b> 349n, SG•16, 364c–364d, 373a, 380–381a, 381n, SG•32, 396c–396d, 413n, SG•48, 428c–428d, 443n, SG•64, 465d, 473a, 472–473, 473n, SG•80</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 34-35  <b>Unit 2:</b> 66-67  <b>Unit 3:</b> 98-99  <b>Unit 4:</b> 130-131  <b>Unit 5:</b> 162-163  <b>Unit 6:</b> 194-195</p>

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<p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>SE 1:</b> 109, 137, 165, 429, 459  <b>SE 2:</b> 51, 81, 227, 255</p> <p><b>TE 1:</b> 45q, 77q, 137q, 164–165a, SG•70  <b>TE 2:</b> 189d, 195q, 227q  <b>TE 3:</b> 429a, 458–459a, SG•70, SG•75, SG•79  <b>TE 4:</b> 50–51a, 80–81a  <b>TE 5:</b> 226–227, 254–255  <b>TE 6:</b> 380–381a, SG•32</p> <p><b>Writing to Sources:</b>  <b>Unit 4:</b> 130-131</p>
<p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.)</p>	<p><b>SE 1:</b> 77, 195, 429</p> <p><b>TE 1:</b> 45a, 76–77a, 137a  <b>TE 2:</b> 194–195a, SG•11, 227a, 242a  <b>TE 3:</b> 320d, 334–335, 343i, 428–429</p>

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<b>Language</b>	
<b>Conventions of Standard English</b>	
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.	<p><b>SE 1:</b> 133, 159, 191, 277, 395, 423, 453  <b>SE 2:</b> 45, 75, 107, 133, 159, 309, 345</p> <p><b>TE 1:</b> 24c–24d, SG•11, SG•16, 49d, 50c, 61c, 69e, 77c, 77o, SG•22, SG•27, SG•32, 81d, 82c–82d, 109i, 113d, 123c, 123d–123e, 131e, 132–133, 133a, 137c, 137d–137e, 137o, 137p–137q, 141d, 151c, 157e, 158–159, 165c, 165o, 165p–165q, SG•70, SG•75, SG•80, UR•44–UR•45, UR•54–UR•55</p> <p><b>TE 2:</b> 175d, SG•6, 190–191, 211c, 220–221a, 227p, SG•32, 241c, 255c, 255o, SG•38, 259d, 267c, 275e, 276–277a, 283c, 283o, SG•54, SG•64, 287d, 297b, 303e, 304–305a, 309c, 309p–309q, SG•70, SG•75, SG•80, UR•14–UR•15, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55</p> <p><b>TE 3:</b> 319d, 329c, 343p–343q, 347d, 371c, 375d, 387c, 393e, 394–395, 395a, 401c, 401o, 401p, SG•43, 405d, 415c, 421e, 422–423, 423a, 429c, 429o, SG•54, SG•59, SG•64, 433c, 433d, 443c, 451e, 452–453a, 459c, 459d–459e, 459o, 459p–459q, SG•70, SG•75, SG•80, UR•14–UR•15, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55</p> <p><b>TE 4:</b> 23d, 35c, 43e, 44–45a, 45b–45c, 51c, 51o, 51p–51q, SG•6, SG•11, 55d, 67c, 73e, 74–75, 75a, 81c, 81o, 81p–81q, SG•18, SG•22, SG•27, SG•29, SG•32, 85d, 95c, 105e, 106–107, 111c, 111o, SG•38, SG•43, SG•48, 115d, 125c, 131e, 132–133a, 139c, 139o, 139p–139q, SG•54, SG•59, 151c, 157e, 158–159a, 165c, 165o, 165p–165q, SG•75, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55</p>

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<p><b>(Continued)</b> L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</p>	<p><b>(Continued)</b> <b>TE 5:</b> 175d, 185c, 193e, 194–195a, 195b–195c, 199c, 199o, 199p–199q, SG•6, SG•11, SG•16, 203d, 213c, 219e, 220–221a, 227c, 227o, 227p–227q, SG•22, SG•23, SG•27, SG•32, 231d, 241c, 247e, 255c, 255o, 255p–255q, SG•34, SG•35, SG•38, SG•43, SG•48, 259d, 269c, 279e, 280–281a, 287c, 287o, SG•54, SG•59, SG•64, 301c, 301d–301e, 307e, 308–309, 315c, 315d, 315o, 315p–315q, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45 <b>TE 6:</b> 325d, 335c, 343e, 344–345a, 349a, 349c, 349o, 349p–349q, SG•11, SG•27, SG•43, 443n, 443o, SG•58, SG•59, SG•74, SG•75, UR•14</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 6-7, 10-11, 14-15, 18-19, 22-23, 34-35 <b>Unit 2:</b> 38-39, 42-43, 46-47, 48-49, 54-55, 66-67 <b>Unit 3:</b> 70-71, 74-75, 78-79, 82-83, 86-87, 98-99 <b>Unit 4:</b> 102-103, 106-107, 110-111, 114-115, 118-119, 130-131 <b>Unit 5:</b> 134-135, 138-139, 142-143, 146-147, 150-151, 162-163 <b>Unit 6:</b> 166-167, 170-171, 174-175, 178-179, 182-183, 194-195</p>
L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	<p><b>TE 1:</b> 141d, 151c, 157e <b>TE 5:</b> 199d, 221b, 248–249, 280–281 <b>TE 6:</b> 374–375, 438–439</p>
L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	<p><b>SE 1:</b> 365</p> <p><b>TE 1:</b> 76–77a <b>TE 3:</b> 319c, 329c, 337e, 343c, SG•16, 357c, 363e, 371o, SG•27, UR•24</p>
L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	<p><b>TE 3:</b> 347d, 357c, 363e, 371c, 371o, SG•22, SG•32, 415c, 429c, 429o, SG•54, SG•64, 443c</p>
L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	<p><b>TE 5:</b> 175d, 185c, 193e, 194–195, 195a, 199c, 199d, 199o, UR•14</p>

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L.4.1e Form and use prepositional phrases.	<p><b>SE 2:</b> 309</p> <p><b>TE 5:</b> 291d, 301c, 307e, 308–309, 315c, 315o, 315p, SG•70, SG•75, SG•80, UR•54–UR•55</p>
L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	<p><b>SE 1:</b> 103, 159, 453 <b>SE 2:</b> 195, 221, 309, 375</p> <p><b>TE 1:</b> 23d, 39e, 49d, 93c, 101e, 102–103a, 109c, 109o, 109p–109q, SG•43, SG•48, 113d, 123c, 151c, 158–159, UR•34–UR•35, WP•8–WP•9 <b>TE 2:</b> 297d–297e <b>TE 3:</b> 394–395, 395a, 395b, 452–453a, 453b–453c, 459d, 459p <b>TE 4:</b> WP•8 <b>TE 5:</b> 194–195, 195b–195c, 198–199, 199d–199e, 220–221a, 221b–221c, 308–309, 309a <b>TE 6:</b> 363e, 374–375, 375a, 375b–375c, 381d–381e</p>
L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*	<p><b>SE 2:</b> 176, 198</p> <p><b>TE 3:</b> 347c, 357c, 363e, 371c, 433c, 451e, 459c, UR•24, UR•54 <b>TE 5:</b> 301c, UR•13</p>

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<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>SE 1:</b> 41, 71, 133, 191, 251, 305  <b>SE 2:</b> 375, 407, 467</p> <p><b>TE 1:</b> 23c, 23d, 39e, 40–41, 45c, 45o, 45p–45q, SG•6, 49c, 49d, 61c, 69e, 70–71, 71a, 77c, 77p–77q, 81d, 132–133a, 133b–133c, SG•59, SG•64, 159b–159c, SG•75, UR•14–UR•15, UR•24–UR•25, WP•8–WP•9  <b>TE 2:</b> 175c, 175d, 183c, 189e, 190–191, 195c, 195o, 195p–195q, SG•11, SG•16, 199c, 199d, 211c, 221e, 222–223, 223a, 227c, 227o, SG•27, 231c, 231d, 249e, 250–251, 255p–255q, SG•43, 259c, 287c, 304–305, 309c, 309o, UR•14, UR•24, UR•34, UR•44, UR•54  <b>TE 3:</b> 319c, 343p–343q, 371p–371q, SG•22, SG•27, SG•32, 429p–429q, 433c, 443c, 443e, 451e, 459c, 459d–459e, 459o  <b>TE 4:</b> 81p–81q, 85c, 111p–111q, 115c, 133b–133c, UR•14, WP•10  <b>TE 5:</b> 199p–199q, 221b–221c, 227c, 227d–227e, 255d–255e, 255p–255q, 287p–287q, WP•9  <b>TE 6:</b> 325d, 335c, 349c, SG•6, SG•11, SG•16, 353d, 363c, 373e, 374–375, 381c, 381o, 381p–381q, 385c, 385d, 395c, 405e, 406–407, 413c, 413p–413q, 417c–417d, 437e, 443c, 443d–443e, 447d, 459c, 466–467, 467a, SG•80, UR•34, UR•44, UR•54</p> <p><b>Writing to Sources:</b>  <b>U1:</b> 34-35  <b>U2:</b> 66-67  <b>U3:</b> 98-99  <b>U4:</b> 130-131  <b>U5:</b> 162-163  <b>U6:</b> 194-195</p>



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L.4.2a Use correct capitalization.	<p><b>SE 1:</b> 191 <b>SE 2:</b> 375, 467</p> <p><b>TE 1:</b> 23d, 31c, 45c, 45o, 49d, 61c, 69e, 77c, 77o <b>TE 2:</b> 175d, 183c, 190–191, 195p, 283d–283e <b>TE 3:</b> 433d, 459d <b>TE 6:</b> 353d, 363c, 373e, 374–375, 375a, 381c, 381o, 381p–381q, SG•22, SG•27, 427c, 447d, 459c, 465e, 466–467, 467a, 473c, 473o, SG•70, SG•75, SG•80, UR•24–UR•25, UR•54</p> <p><b>Writing to Sources:</b> <b>U1:</b> 34-35 <b>U2:</b> 66-67 <b>U3:</b> 98-99 <b>U4:</b> 130-131 <b>U5:</b> 162-163 <b>U6:</b> 194-195</p>
L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.	<p><b>SE 2:</b> 158–159, 438–439</p> <p><b>TE 1:</b> 159b <b>TE 2:</b> 176d, 260d <b>TE 4:</b> 158–159 <b>TE 6:</b> 405e, 413o, 417d, 427c, 437e, 438–439, 439a, 443c, 443d–443e, 443o, 443p, SG•54, SG•64, UR•44</p>
L.4.2c Use a comma before a coordinating conjunction in a compound sentence.	<p><b>SE 1:</b> 132–133 <b>SE 2:</b> 407</p> <p><b>TE 1:</b> 123c, 131e, 132–133, 133a, 137o, 137p, UR•44–UR•45, WP•7 <b>TE 6:</b> 325d, 335c, 343e, 349c, 349o, SG•6, SG•11, SG•16, 395c, 405e, 406–407a, 413c, 413o, 413p, SG•38, SG•43, SG•48, 466–467, 467a, UR•14, UR•34–UR•35</p>

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<p>L.4.2d Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>TE 1:</b> 23c, 31c, 39e, 45c, 45o, 49c, 61c, 69e, 77c, 77o, 81c, 101e, 109o, 109p, 113c, 123c, 131e, 137c, 137o, 141c, 151c, 157e, 165c, 165o, UR•14, UR•24, UR•34, UR•44, UR•54</p> <p><b>TE 2:</b> 175c, 183c, 189e, 195c, 195o, 195p, 199c, 211c, 221e, 227c, 227o, 231c, 241c, 249e, 255c, 259c, 275e, 283c, 283o, 287c, 303e, 309c, UR•14, UR•24, UR•34, UR•44, UR•54</p> <p><b>TE 3:</b> 319c, 329c, 337e, 343c, 343o, 347c, 371c, 371o, 375c, 387c, 393e, 401c, 401o, 405c, 415c, 421e, 429c, 429o, 433c, 443c, 451e, 459c, 459o, UR•14, UR•34, UR•44, UR•54</p> <p><b>TE 4:</b> 23c, 35c, 43e, 51c, 51o, 55c, 67c, 73e, 81c, 81o, 85c, 95c, 105e, 111c, 111o, 115c, 125c, 131e, 139c, 139o, 143c, 151c, 157e, 165c, 165o, UR•24, UR•34, UR•44, UR•54</p> <p><b>TE 5:</b> 175c, 185c, 193e, 199c, 199o, 203c, 213c, 219e, 227c, 227o, 231c, 241c, 247e, 255c, 255o, 259c, 269c, 279e, 287c, 287o, 291d, 301c, 307e, 315c, 315o, UR•14, UR•24, UR•34, UR•44, UR•54</p> <p><b>TE 6:</b> 325c, 335c, 343e, 349c, 349o, 353c, 363c, 373e, 381c, 381o, 385c, 395c, 405e, 413c, 413o, 417c, 427c, 437e, 443c, 443o, SG•58, 447c, 459c, 465e, 473c, 473o, UR•14, UR•24, UR•34, UR•44, UR•54</p>

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<b>Knowledge of Language</b>	
<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>SE 1:</b> 222–223, 227</p> <p><b>TE 1:</b> 38–39a, 40–41a, 44–45a, 68–69a, 70–71a, 76–77a, 77i, 100–101a, 102–103, 108–109a, 130–131a, 132–133a, 136–137a, 156–157a, 158–159, 164–165a</p> <p><b>TE 2:</b> 175c–175d, 183c, 183d–183e, 186–187, 188–189, 189a, 190–191, 191b–191c, 194–195, SG•11, 220–221, 221a, 222–223, 223a, 223b–223c, 224–225a, 226–227, 227a, 227p, SG•27, 248–249, 249a, 250–251, 251a, 254–255, 255a, SG•42, SG•43, 274–275, 274–275, 275a, 276–277, 277a, 283a, 283p–283q, SG•59, SG•75, UR•14–UR•15, WP•9</p> <p><b>TE 3:</b> SG•10, SG•11, 347d, 357d–357e, 363e, 364–365a, 365c, SG•26, 392–393a, 394–395a, 443d–443e, 459p–459q, UR•24, UR•25</p> <p><b>TE 4:</b> 44–45a, 73a, 74–75a, 80–81a, 104–105a, 106–107a, 130–131a, 132–133a, 138–139a, 143d, 158–159a, SG•70</p> <p><b>TE 5:</b> 194–195a, 203d, 231d, 241c, 278–279a, 280–281a, 287a, 306–307a, 308–309a, 314–315a</p> <p><b>TE 6:</b> 381n, 381o</p> <p><b>Writing to Sources:</b></p> <p><b>Unit 1:</b> 6-7, 10-11, 14-15, 18-19, 22-23, 34-35</p> <p><b>Unit 2:</b> 38-39, 42-43, 46-47, 48-49, 54-55, 66-67</p> <p><b>Unit 3:</b> 70-71, 74-75, 78-79, 82-83, 86-87, 98-99</p> <p><b>Unit 4:</b> 102-103, 106-107, 110-111, 114-115, 118-119, 130-131</p> <p><b>Unit 5:</b> 134-135, 138-139, 142-143, 146-147, 150-151, 162-163</p> <p><b>Unit 6:</b> 166-167, 170-171, 174-175, 178-179, 182-183, 194-195</p>

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L.4.3a Choose words and phrases to convey ideas precisely.*	<p><b>SE 1:</b> 40–41, 77, 190–191, 250–251  <b>SE 2:</b> 45, 74–75, 248–249, 406–407</p> <p><b>TE 1:</b> 40–41, 41b–41c, SG•3, 77a, 82d, 90–91a, 103b–103c, 114d, 132–133a, 137d–137e, 159b–159c  <b>TE 2:</b> 190–191, 191a, 191b–191c, 192c, 192–193, 193a, 232d, 250–251, 251a, 251b–251c  <b>TE 3:</b> 343d, 365b, 390–391, 391a, SG•35, SG•40, SG•62, 443d, 459p, WP•7  <b>TE 4:</b> 41a, 44–45, 45a, 45b–45c, 51d–51e, 56d, 60–61, 74–75, 75a, 75b, 81d–81e, 81i, 143d, 158–159, 159a, WP•6–WP•7  <b>TE 5:</b> 176d, 196c–196d, 199i, 231e–231f, 232c–232d, 248–249, 249b–249c, 259d, 260d, 268–269a, 274–275a, 279e, 287i, UR•22, WP•6–WP•7  <b>TE 6:</b> 346c–346d, 354d, 381d, 381i, 406–407, 407b, 443d–443e</p>
L.4.3b Choose punctuation for effect.*	<p><b>SE 1:</b> 71</p> <p><b>TE 1:</b> 31c, 39e, 40–41, 45c, 45o, 45p–45q, 70–71, 77o, 137d–137e, UR•14  <b>TE 5:</b> 304–305</p>
L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	<p><b>SE 1:</b> 132, 364, 422  <b>SE 2:</b> 132</p> <p><b>TE 1:</b> 113e–113f, 132–133, 133b–133c, 159b–159c  <b>TE 2:</b> 227a, 279a, 281a  <b>TE 3:</b> 320d, 334–335, 357d–357e, 364–365, 422–423, 429d–429e, 429p–429q, 444–445, UR•50–UR•51  <b>TE 4:</b> 132–133  <b>TE 5:</b> 314–315a</p>

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<b>Vocabulary Acquisition and Use</b>	
<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p><b>SE 1:</b> 24–25, 44, 50–51, 76, 82–83, 108, 114–115, 136, 142–143, 164, 176–177, 194, 200–201, 226, 232–233, 254, 260–261, 282, 288–289, 320–321, 348–349, 376–377, 400, 406–407, 428, 434–435, 458</p> <p><b>SE 2:</b> 24–25, 50, 56–57, 80, 86–87, 116–117, 138, 144–145, 176–177, 198, 204–205, 226, 232–233, 254, 260–261, 286, 292–293, 314, 326–327, 348, 354–355, 380, 386–387, 412, 418–419, 448–449, 472</p> <p><b>TE 1:</b> 23a, 24e, 24–25, 32–33a, 44–45, 45a, SG•4, 49a, 50e, 50–51, 76–77, 77a, SG•19, SG•28, SG•29, 81a, 82e, 86–87, 87a, 95a, 108–109, 109a, 109h, SG•35, SG•36, SG•38, SG•41, SG•45, 113a, 114c–114d, 114e, 114–115, 136–137, 137i, SG•51, SG•52, SG•55, SG•56, SG•57, SG•61, 141a, 142e, 142–143, 150–151, 165a, SG•66, SG•68, SG•71, SG•73, SG•77, SG•78, UR•20–UR•21, UR•23, UR•30–UR•31, UR•32–UR•33</p> <p><b>TE 2:</b> 173a–173b, 175a, 176e, 176–177, 184–185a, 194–195, 199a, 200c, 200e, 200–201, 209a, 226–227, 227h, 231a, 232e, 232–233, 255a, SG•34, SG•35, 260c–260d, 260e, 260–261, 268–269, 269a, 282–283, 283a, 283h, 283i, SG•50, SG•51, SG•57, 288e, 288–289, 292–293, 293a, 295a, 299a, 309a, 309h, SG•78, UR•20, UR•23, UR•30, UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53</p> <p><b>TE 3:</b> 320e, 320–321, 328–329, 343a, 343h–343i, 347a, 348a, 348e, 348–349, 356–357a, 371a, 371h, 371i, 376e, 376–377, 401a, 401h, 401i, SG•34, SG•35, 403a–403b, 405a, 406e, 406–407, 433a, 434c–434d, 434e, 434–435, 442–443, 458–459, 459a, SG•68, SG•73, SG•78, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•30–UR•31, UR•32–UR•33, UR•40–UR•41, UR•42–UR•43, UR•51, UR•52–UR•53</p>

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<p><b>(Continued)</b> L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	<p><b>(Continued)</b> <b>TE 4:</b> 21a–21b, 23a, 24a–24b, 24e, 24–25, 51a, 56e, 56–57, 68–69, 69a, 80–81, 81a, 83a–83b, 85a, 86e, 86–87, 94–95, 111a, 111h, 113a, 115a, 116a–116b, 116e, 116–117, 138–139, 141a–141b, 143a, 144e, 144–145, 150–151, 153a, 165a, UR•20–UR•21, UR•23, UR•30–UR•31, UR•33 <b>TE 5:</b> 173a–173b, 175a, 176e, 176–177, 198–199, 199a, 199h, SG•2, 201a–201b, 203a, 204a–204b, 204e, 204–205, 214a–214b, 222a–222b, 226–227, 227a, SG•24, SG•25, SG•28, SG•29, 229a–229b, 231a, 232a–232b, 232e, 232–233, 238–239, 242a, 250a, 254–255, 255a, 255h–255i, SG•41, 257a–257b, 259a, 260e, 260–261, 286–287, 287a, SG•57, 289a–289b, 291a, 292–293, 298–299, 299a, 314–315, 315a, 315h, 315i, UR•30–UR•31, UR•33 <b>TE 6:</b> 323a–323b, 326e, 326–327, 336–337a, 349h, 351a–351b, 353a, 354e, 354–355, 366–367a, 381a, 381h, 383a–383b, 385a, 386c–386d, 386e, 386–387, 412–413, 423a, 413h, SG•34, SG•35, 415a–415b, 417a, 418c–418d, 418e, 418–419, 423a, 425a, 426–427, 428c, 434–435a, 443a, 443h, 445a–445b, 447a, 448e, 448–449, 460–461a, 472–473, 473a, 473h, UR•20–UR•21, UR•23, UR•24, UR•30–UR•31, UR•32–UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53</p>

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<p>L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p><b>SE 1:</b> 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400  <b>SE 2:</b> 24–25, 50, 56–57, 80, 144–145, 164, 232–233, 254, 292–293, 314, 386–387, 412, 418–419, 442, 448–449, 472</p> <p><b>TE 1:</b> SG•4, SG•9, SG•14, 58–59, 59a, SG•25, 81a, SG•46, 111a–111b, 114e, 114–115, 117a, 123a, 125a, 136–137a, 137h, SG•62, UR•21, UR•30–UR•31, UR•40–UR•41, UR•43  <b>TE 2:</b> 173a–173b, 175a, SG•4, SG•9, SG•14, 197a–197b, 204–205, 206–207a, 209a, 212a, 216–217a, SG•20, SG•25, SG•30, 243a, SG•36, SG•41, SG•46, 268–269a, SG•52, SG•57, SG•62, 292–293a, 298a, SG•68, SG•73, SG•78, UR•31, UR•41, UR•51  <b>TE 3:</b> 320e, 320–321, 342–343, 343a, SG•4, SG•9, SG•14, 347a, 348e, 348–349, 370–371, 371a, 371h, SG•20, SG•25, SG•30, 376e, 376–377, 384–385a, 396a, 401a, 401h, SG•36, SG•41, SG•46, SG•52, SG•57, SG•62, SG•68, SG•73, SG•78, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•30–UR•31, UR•32–UR•33, UR•50–UR•51  <b>TE 4:</b> 24e, 24–25, 36–37a, 51a, 51h, SG•4, SG•9, SG•10, SG•14, 56e, 56–57, 59a, 64–65a, 68–69, 69a, 80–81, 81a, 81h, SG•20, SG•30, 83a–83b, SG•36, SG•41, SG•46, 113a–113b, 122–123, SG•52, SG•62, 144e, 144–145, 165a, SG•68, SG•73, SG•78, UR•10–UR•11, UR•20–UR•21, UR•23, UR•30–UR•31, UR•53  <b>TE 5:</b> 176c–176d, 188–189, 189a, 199h, SG•4, SG•9, SG•14, 204c–204d, SG•20, SG•30, 232e, 232–233, 238–239, 254–255, 255a, 255h, SG•36, SG•41, SG•46, 260a, 266–267, 267a, 270a, 282a–282b, SG•52, SG•62, 289a–289b, 292e, 292–293, 295a, 298–299a, 310b, 315a, 315h, SG•68, SG•73, SG•78, UR•30–UR•31, UR•33, UR•50–UR•51, UR•52–UR•53</p>

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<p><b>(Continued)</b> L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p><b>(Continued)</b> <b>TE 6:</b> SG•4, SG•9, SG•14, SG•20, SG•25, SG•30, 386e–387, 390–391a, 396–397a, 412–413a, 413h, SG•36, SG•41, SG•46, 418e, 418–419, 423a, 426–427, 434–435a, 442–443, 443a, 443h, SG•52, SG•57, SG•62, 448e, 448–449, 460–461a, 472–473, 473a, SG•68, SG•72, SG•73, SG•78, SG•79, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53</p>
<p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p><b>SE 1:</b> 142–143, 164, 176–177, 194, 232–233, 254, 406–407, 428, 434–435 <b>SE 2:</b> 116–117, 138, 204–205, 226, 260–261, 286, 326–327, 348</p> <p><b>TE 1:</b> 24e, 24–25, 142c–142d, 142e, 142–143, 164–165, 165a, 165h, UR•10, UR•11, UR•13, UR•50–UR•51, UR•53 <b>TE 2:</b> 176c–176d, 176e, 176–177, 195a, 195h, 195i, 232c–232d, 232e, 232–233, 242–243, 255a, 255h, 255i, 309i, UR•10–UR•11, UR•30–UR•31, UR•33 <b>TE 3:</b> 320c–320d, 320e, 320–321, 343i, 348c–348d, 371i, 376c–376d, 406c–406d, 406e, 406–407, 429a, 429h, 429i, 434c–434d, 434e, 434–435, 459a, 459h, UR•42–UR•43 <b>TE 4:</b> 24c–24d, 51i, 56c–56d, 81i, 86c–86d, 116c–116d, 116e, 116–117, 121a, 128–129, 138–139a, 139h, 139i, 143c, 144c–144d, 165i, UR•40–UR•41, UR•43 <b>TE 5:</b> 204c–204d, 204e, 204–205, 216–217, 226–227a, 227h, 227i, 231c, 241c, 255c, 260c–260d, 260e, 260–261, 266–267, 267a, 272–273, 273a, 287a, 287h, 287i, 310a, UR•20–UR•21, UR•23, UR•34, UR•40–UR•41, UR•43 <b>TE 6:</b> 326c–326d, 326e, 326–327, 336–337, 348–349a, 349i, 354c–354d, 381i, 418c–418d, 447a, 448c–448d, 473i, UR•10–UR•11, UR•13, UR•24</p>



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<p>L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b>SE 1:</b> 82–83, 108, 200–201, 226, 260–261, 282, 288–289, 308  <b>SE 2:</b> 86–87, 110, 176–177, 198, 354–355, 380</p> <p><b>TE 1:</b> SG•4, SG•9, 82e–83, 87a, 109a, UR•30–UR•31, UR•32–UR•33  <b>TE 2:</b> 200c, 200e, 200–201, 203a, 204–205, 206–207a, 222–223, 227a, 227h, 232c, 260e, 260–261, 271a, 282–283a, 283h, SG•52, 288e, 288–289, 299a, 308–309a, SG•68, SG•78, UR•11, UR•20–UR•21, UR•23, UR•40–UR•41, UR•43, UR•50, UR•53  <b>TE 3:</b> SG•25, 401h  <b>TE 4:</b> 86e, 86–87, 89a, 96–97, 110–111a, 111h, SG•41, 116e, 131c, 150–151, UR•30–UR•31, UR•33, UR•51, WP•9  <b>TE 5:</b> 176c–176d, 176e, 176–177, 188–189, 189a, 198–199, 199a, 199h, 199i, 292c–292d, UR•10–UR•11, UR•13, UR•30–UR•31  <b>TE 6:</b> 326c, 349a, 354c, 354e, 354–355, 357a, 358–359, 359a, 364–365, 381a, 386c–386d, 386e, 386–387, 405c, 413d, 413h, 413i, UR•20, UR•23</p>
<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>SE 1:</b> 114–115, 190–191, 310–311  <b>SE 2:</b> 176–177, 198</p> <p><b>TE 1:</b> 24a–24b, SG•4, 50d, 60–61, 61a, 77i, 85a, 103b–103c, 109i, 114e, 114–115, 118–119a, 137h, 142d  <b>TE 2:</b> 191b, 195d–195e, 251b–251c, 252c, 288c, 293a, 309i, 310–311a, 312–313  <b>TE 3:</b> 338–339, 343d, 382–383a, 406d, 429i, 434d, 439a, 444c, 444–445a, 446–447a, 459i, 462–463a, UR•40–UR•41  <b>TE 5:</b> 176d, 176–177, 198–199, 232c–232d, 255i, 316–317, 317a, 318–319, 319a  <b>TE 6:</b> 326d, 337a, 346–347a, SG•13, SG•21, 386d, 448c–448d</p>

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L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<p><b>SE 1:</b> 252–253, 310–311, 392  <b>SE 2:</b> 166–167, 346–347</p> <p><b>TE 1:</b> 24a, 50d, 60–61, 77i, 85a, 103b–103c, 114e, 142d  <b>TE 2:</b> 191b–191c, 200d, 227i, 251b–251c, 252–253, 253a, 310–311, 311a  <b>TE 3:</b> 390–391, 391a, 392–393  <b>TE 4:</b> 144d, 165i, 166–167, 167a  <b>TE 5:</b> 302a  <b>TE 6:</b> 346–347a, SG•3, SG•13, 358–359a, SG•19, SG•24, 386d, 390–391a, 413i</p> <p><b>Writing to Sources:</b>  <b>U6:</b> 168-169</p>
L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	<p><b>SE 2:</b> 50, 164, 412</p> <p><b>TE 1:</b> 32a, 61a  <b>TE 2:</b> 252a  <b>TE 4:</b> 24d, 51a, 51i, 116d, 122–123, 127a, 134a, 139i, 164–165a  <b>TE 5:</b> 295a  <b>TE 6:</b> 412–413, 413a, 448d, 473i</p>
L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<p><b>SE 1:</b> 114–115, 136  <b>SE 2:</b> 24–25, 144–145, 292–293, 314</p> <p><b>TE 1:</b> 32a, SG•4, SG•20, 104a–104b, 114e, 114–115, 117a, 122–123, 125a, 136–137, 137a, 137h, UR•40–UR•41, UR•43  <b>TE 2:</b> 184a, SG•9, 242a, 252a–252b, 298a, SG•68  <b>TE 3:</b> 366a  <b>TE 4:</b> 24e, 24–25, 27a, 32–33, 33a, 36–37, 37a, 51h, SG•12, 96a, 108a, SG•44, 131c, 144e, 144–145, 150–151, 165h, SG•76, UR•10–UR•11, UR•12–UR•13, UR•50–UR•51, UR•53  <b>TE 5:</b> 292e, 292–293, 298–299, 215a, 315h, UR•50–UR•51, UR•53  <b>TE 6:</b> SG•12</p>

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<p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p><b>TE 1:</b> 21a–21b, 23a, 24b, 32a–32b, 42a–42b, SG•2, SG•3, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 47a–47b, 49a, 50a–50b, 62a–62b, 72a–72b, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•31, 79a–79b, 82a–82b, 82c–82d, 94a–94b, 104a–104b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•47, 111a–111b, 114a–114b, 124a–124b, 134a–134b, SG•50, SG•51, SG•53, SG•56, SG•58, SG•63, 139a–139b, 142a–142b, 152a–152b, 160a–160b, SG•66, SG•67, SG•69, SG•72, SG•74, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p><b>TE 2:</b> 173a–173b, 176b, 184b, 192b, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 197a–197b, 199a, 200b, 212b, 224b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•28, SG•29, SG•30, SG•31, 229a–229b, 231a, 232b, 242b, 252a–252b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 257a–257b, 260b, 268b, 278a–278b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 285a–285b, 287a, 288a–288b, 298a–298b, 306b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p><b>TE 3:</b> 317a–317b, 319a, 320a–320b, 330a–330b, 340a–340b, SG•2, SG•3, SG•5, SG•7, SG•8, SG•10, SG•12, SG•13, SG•15, 345a–345b, 347a, 348a–348b, 358a–358b, 366a–366b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•28, SG•29, SG•31, 373a–373b, 375a, 376a–376b, 388a–388b, 396a–396b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 403a–403b, 405a, 406a–406b, 416a–416b, 424a–424b, SG•50, SG•51, SG•55, SG•56, SG•58, SG•61, 431a–431b, 434a–434b, 444a–444b, 454a–454b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47</p>

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<p><b>(Continued)</b> L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p><b>(Continued)</b> <b>TE 4:</b> 21a–21b, 23a, 24a–24b, 36a–36b, 46a–46b, SG•2, SG•3, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 53a–53b, 55a, 56a–56b, 68a–68b, 76a–76b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•29, SG•31, 83a–83b, 85a, 86a–86b, 96a–96b, 108a–108b, SG•34, SG•35, SG•39, SG•42, SG•45, SG•47, 113a–113b, 116a–116b, 126a–126b, 134a–134b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 141a–141b, 143a, 144a–144b, 152a–152b, 160a–160b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47 <b>TE 5:</b> 173a–173b, 175a, 176a–176b, 186a–186b, 196a–196b, SG•2, SG•3, SG•5, SG•7, SG•10, SG•13, SG•15, 201a–201b, 204a–204b, 214a–214b, 222a–222b, SG•18, SG•19, SG•21, SG•22, SG•23, SG•24, SG•26, SG•28, SG•29, SG•31, 229a–229b, 232a–232b, 242a–242b, 250a–250b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, 257a–257b, 260a–260b, 270a–270b, 282a–282b, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•58, SG•60, SG•61, SG•63, 289a–289b, 291a, 292a–292b, 302a–302b, 310a–310b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47 <b>TE 6:</b> 323a–323b, 326a–326b, 336a–336b, 346a–346b, SG•2, SG•3, SG•5, SG•7, SG•9, SG•10, SG•12, SG•13, SG•15, 351a–351b, 354a–354b, 364a–364b, 376a–376b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•29, SG•31, 383a–383b, 386a–386b, 396a–396b, 408a–408b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 415a–415b, 417c, 418a–418b, 428a–428b, 440a–440b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 445a–445b, 448a–448b, 460a–460b, 468a–468b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47</p>